

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1922, No. 46

RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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DECEMBER 15, 1922



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## RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology—Child study—Psychological tests—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Primary education—Rural life and culture—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—Scientific research—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Home economics—Commercial education—Professional education—Engineering education—Civic education—Americanization—Military education—Education of women—Negro education—Education of deaf—Exceptional children—Libraries and reading—Bureau of Education: Recent publications.

### NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to December 15, 1922, immediately following Bulletin, 1922, no. 33, which comprised publications received by the Bureau of Education to September 1, 1922.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

### EDUCATIONAL HISTORY AND BIOGRAPHY.

Cochran, Thomas Everette. History of public-school education in Florida. [Lancaster, Pa., Press of the New Era printing company] 1922. xv, 270 p. 8°.

The author of this book is dean and professor of education in Judson college, Marion, Alabama. He presents a detailed study of the origin and growth of the public school system of Florida from its organization as a territory by Congress in 1822 to the present time, in the hope that the record may lead to a better understanding of current educational problems in the state.

**Cruse, Henri Pierre.** Georg Kerschensteiner, 'n opvoedkundige studie. Amsterdam, H. A. van Bottenburg, 1922. xv, 247 p. 8°.

A thesis presented for the degree of doctor of letters and philosophy in the University of Amsterdam, July 7, 1922.

**Gilbert, Amy Margaret.** The work of Lord Brougham for education in England. Chambersburg, Pa., Franklin repository, printers and publishers, 1922. 3 p. l., 127 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania.

**Jacoulet, M. E.** The normal schools of France from 1794 to 1890. Educational administration and supervision, 8: 435-47, October 1922.

An historical sketch. Says that the first normal school in France was founded by the convention.

**Levermore, Charles Herbert.** Samuel Train Duffon: a biography. New York, The Macmillan company, 1922. x, 280 p. front. (port.) plates. 8°.

A full and sympathetic account of the career of this prominent educator and philanthropist.

**Robinson, Sanford.** John Bascom, prophet. New York and London, G. P. Putnam's sons, 1922. xi, 53 p. front. (port.) 12°.

A tribute to Dr. Bascom as a man, and to the part which he took in the conflict between science, philosophy and religion in his time.

**Woolston, Florence G.** The Russell Sage foundation. Educational review, 64: 275-85, November 1922.

A discussion of the history and activities of the foundation.

## CURRENT EDUCATIONAL CONDITIONS.

### GENERAL AND UNITED STATES.

**Archer, Bara F.** The public school yesterday, today and tomorrow. School and society, 16: 663-68, December 9, 1922.

A lucid article on public school education of the past and of the present. Author asks for a purer scholastic outlook, stripped of "excesses having no educational value."

**Carmichael, H. E. and Koon, C. M.** Educational survey of the schools of Clay district, Marshall county, West Virginia. [n. p., 1922] 43 p. incl. illus., ports., diagrs. front (map) 8°.

**Chapman, A. D'Arcy.** Secondary school curricula in England and the United States. Educational times (London) n. s. 4: 424-25, October 1922.

Compares the curricula of the two countries: "In England the aim is concentration, and the ideal of English educators is specialization; in America, they want to develop every gift with which their pupils are endowed." "One country is selective in its methods and seeks to educate the favored; while the other is extensive and aims to educate the masses."

**Cleveland.** Board of education. The first of a series of surveys of the department of instruction of the Cleveland public schools. [Cleveland] Div. of publications, Cleveland public schools, 1922. 29 p. incl. tables (1 fold.) diagrs. 8°.

"The 85th annual report of the Board of education of the city school district of the city of Cleveland for the school year which ended August 31, 1921. This section comprises the Report of the superintendent of schools."

**Duggan, M. L. and Bolton, Euri Belle.** Educational survey of Bacon county, Georgia. . . . Department of education: M. L. Brittain, state superintendent of schools. [Atlanta, Dowman-Wilkins, printers] 1922. 40 p. illus. 8°.

No. 38 in a series of educational surveys of the counties of Georgia.

**Edwards, I. N.** Recent judicial decisions relating to education. *Elementary school journal*, 23: 43-55, September 1922.

**Judd, Charles H.** Reconstruction as a consequence of expansion. *Elementary school journal*, 23: 175-82, November 1922.

First of a series of papers that will aim to show that the elementary schools of the United States are "at the point in their history when a radical reconstruction of their courses of study and of their organization is inevitable."

**Kansas. State school code commission.** Report of the State school code commission of Kansas, 1922. Topeka. Printed by Kansas state printing plant, B. P. Walker, state printer, 1922. 76 p. incl. diagrs. 8°.

**Kephart, Horace.** Our Southern highlanders; a narrative of adventure in the Southern Appalachians and a study of life among the mountaineers. New and enlg. ed. New York, The Macmillan company, 1922. 460 p. plates. 12°.

**Macgill, Caroline E.** Prospecting for intelligence. *North American review*, 216: 681-90, November 1922.

Declares that we have "scholastic indigestion" in this country, for we have been trying to feed each mind with a stock ration, built on theory. Criticizes modern school methods.

**Millikan, R. A.** Le système d'éducation aux États-Unis. *Revue de l'Université de Bruxelles*, 28: 494-505, June-July 1922.

**New York (State) University.** Proceedings of the fifty-seventh convocation of the University of the state of New York, Albany, N. Y., October 20 and 21, 1921. Albany, The University of the state of New York press, 1921. 136 p. 8°.

Contains: 1. F. P. Graves: Inaugural address, p. 16-25. 2. L. D. Coffman: What education means to America, p. 33-42. Discussion, p. 42-46. 3. Alexander Inglis: Principles determining the content of high school courses, p. 47-62. Discussion, p. 62-69. 4. Louis Marshall: The desirability of state appropriations for education, as an investment, p. 70-85. Discussion, p. 85-94. 5. E. W. Butterfield: The problem for the rural school, p. 94-111. Discussion, p. 111-13. 6. S. A. Korff: The underlying causes—economic, social, and political—responsible for present conditions in Russia, p. 122-30.

**Pennsylvania. Department of public instruction.** Report of the Survey of the public schools of Philadelphia. Philadelphia, The Public education and child labor association of Pennsylvania, 1922. 4 p. illus., diagrs., tables, fold. maps. 8°.

This is the report of a comprehensive survey of the public school system of Philadelphia, made under the direction of Thomas E. Finegan, superintendent of public instruction of Pennsylvania.

**Smith, Henry L.** Impending educational readjustments. *Indiana university alumni quarterly*, 9: 523-50, October 1922.

Discusses various phases of the educational situation in the United States, such as sources of funds for adequate support of schools, proper expenditure of funds, the teacher problem, etc.

**Stevens, Edwin B.** Can we pay for education? *Educational review*, 64: 183-95, October 1922.

Gives a number of figures to show the expenditures in different branches of education, and reaches the conclusion that we can and soon will pay much more for education, but our task will be "to make each dollar do double service."

**Stewart, Cora Wilson.** Moonlight schools for the emancipation of adult illiterates. New York, E. P. Dutton & company [1922] xiv, 194 p. front., plates. 12°.

The dramatic story of the origin, development, and goal of the moonlight schools is given in these pages.

**Strayer, George D.**—Report of the survey of the public school system of Atlanta, Georgia. School year—1921-1922. Made by Division of field studies, Institute of educational research, Teachers college, Columbia university, New York city. George D. Strayer, director. N. L. Englehardt, assistant director. [Atlanta, Ga., 1922] 2 v., illus., diagrs., tables. 8°.

The first volume of this report takes up the survey of public school buildings and the school building program for Atlanta. The second volume discusses the organization and administration of the school system, school costs, the teaching corps, and the educational program of the school.

**U. S. Bureau of education.** The Arkansas survey report (abridged). Little Rock, Ark. [1922] 83 p. 8°. (The Journal of the Arkansas educational association, Vol. 6, no. 3-4. July-Oct. 1922)

"A report of a survey of the public schools of the state of Arkansas, made at the request of the Arkansas state educational commission, under the direction of the United States Commissioner of education" p. 5.

Survey of the schools of Caddo parish with special reference to the city of Shreveport, La., made by the United States bureau of education. Washington, D. C., April 12, 1922. Issued by State department of education. T. H. Harris, state superintendent of public education, Baton Rouge, La. [1922] 136 [3] p. incl. tables. 8°.

**The Women's club of Orange, New Jersey.** Report of the study of school systems of East Orange, Orange, South Orange, West Orange. Prepared and issued by The Women's club of Orange, New Jersey, [Orange, N. J., Chronicle publishing co.] 1922. 48p. Incl. diagrs. 8°.

**Wright, J. C.** All education for all the people is a public responsibility. Twelve million of school age out of school. Vocational education magazine, 1: 172-74, November 1922.

First of a series of six articles.

#### FOREIGN COUNTRIES.

**Bulkeley, J. P.** Adult education (university extra-mural teaching in England and Wales.) Calcutta, Superintendent of government printing, 1922. 1 p.l., Ill [1], Ill, 98p. 8°. (India. Bureau of education. Occasional reports, no. 10.)

**China Educational commission.** Christian education in China. A study made by an Educational commission representing the mission boards and societies conducting work in China. New York city, Committee of reference and counsel of the Foreign missions conference of North America [1922] xv, 430p. 8°.

The commission comprised 16 members, with Ernest D. Burton, of Chicago, as chairman.

**Danziger, Joseph.** Making German schools educational. Outlook, 132: 338-40. October 25, 1922.

Discusses the democratizing of the German school system.

**Dupertuis, Jean.** L'école plein air et le Bureau international des écoles plein air. Lausanne: Librairie centrale et universitaire [1922] 32p. illus. 8°.

**Epstein, Abraham.** The schools in Soviet Russia. School and society, 16: 393-403, October 7, 1922.

The writer spent about eight months in Russia studying conditions.

**Henderson, B. W.** Oxford: some ideals, "reforms," and realities. Nineteenth century, 92: 625-34, 817-24, October, November 1922.

Hubbard, George D. Education in Cheng Tu, Sze Chuan. Pedagogical seminary, 29:247-68, September 1922.

Discusses the schools of Cheng Tu, Western China. Illustrated.

Lacroix, Maurice. La réforme de l'enseignement secondaire devant la Chambre. Revue universitaire, 31:175-88, 265-70, October, November 1922.

Discusses proposals for the reform of secondary education in France.

Landázuri, E. New tendencies in the public instruction of Mexico. Bulletin of the Pan American union, 55:462-76, November 1922. Illus.

Lehmann, Reinhold. Progress of school reform in Germany. School life, 5:1-2, 12, September 1922.

The central government now controls the school system, which is in the throes of a bitter religious contest.

Mathiasen, S. A. What is a liberal education? Survey, 49:377-78, December 15, 1922.

Describes Danish experiments in education.

Millet, A. Les écoles primaires allemandes (Volksschulen). Revue pédagogique, 81:249-64, October 1922.

Monroe, Paul. A report on education in Chihai (for American educational authorities). New York, 1922. 42 p. tables, diagr. 8". (The Institute of international education. Third series, Bulletin no. 4. October 20, 1922.)

Dr. Monroe, author of this report, is director of the Far eastern bureau of the Institute of international education.

Peabody, Francis W. The department of medicine at the Peking union medical college. Science, n. s. 56:317-20, September 22, 1922.

Growth and activities of the school described.

Report of the tenth annual conference of educational associations held at the University college, London, 1922. London, Conference committee, 1922. xx, 462 p. fold. plan. 8".

Among the noteworthy papers contained in this report are the following: 1. Education and post-war problems, by C. F. G. Masterman (with discussion). 2. Education as a mission, by L. P. Sacks. 3. Educational cooperation with America, by G. P. Gooch. 4. The League of nations and international education. 5. The needs of the modern university, by Harold Laski. 6. The social problem of adolescence, by C. W. Saleeby. 7. The teaching of history through pageant and drama, by Hilaire Belloc. 8. What is the good of present-day education? by E. J. Sainsbury.

Universities bureau of the British empire. Annual conference of the universities of Great Britain & Ireland, 1922. Abridged report of proceedings. London, Universities bureau of the British empire [1922] cover-title, 32 p. 12".

Wilbois, Joseph. La nouvelle éducation française. Paris, Payot & cie., 1922. 404 p. 12".

CONTENTS.—Comment se pose actuellement le problème de l'éducation.—La société de demain.—L'âme de l'enfant.—La révolution nécessaire dans notre culture physique, morale et intellectuelle.—Le problème de la production et la problème de la destinée.

### EDUCATIONAL THEORY AND PRACTICE

Bagley, William C. Proposals for a "Limitation of education." Visual education, 3:362-63, October-November 1922.

The author thinks we need "a democracy of culture" far more than an "aristocracy of brains."



**Burton, Ernest DeWitt.** Education in a democratic world. University record, 8: 205-23, October 1922.

Address delivered on the occasion of the 126th Convocation of the University of Chicago, September 1922.

**Campagnac, E. T.** Society and solitude. Cambridge, At the University press, 1922. xi, 227 p. 12°.

The principles of human society are analyzed in this book, and the position of the individual in society is determined. The writer holds that a man's education is the long process by which he learns to subordinate himself to the control of an ideal society.

**Cave, G. L.** Education for the life of to-day. School and society, 16: 281-88, September 9, 1922.

Paper read before the New Hampshire academy of science, May 1922.

"An attempt to present the assumptions underlying the case of the 'modern' school in education."

**Colegrove, Chauncey P.** The teacher and the school. [Rev. ed.] New York [etc.] C. Scribner's sons [1922]. xxiii, 446 p. 12°.

In this revised edition, the current trends in education receive due consideration.

**Courtis, S. A.** The shifting emphasis in education. Technique, 5: 3-8, July, 1922. Not growth in knowledge, but growth in purpose, will be the aim of education in the future.

**Crabtree, J. W.** Education the foundation of democracy. School and society, 16: 617-23, December 2, 1922.

Address before the Sons of the American Revolution, November 1922.

Information regarding illiteracy given.

**Dewey, John.** Education as a religion. New republic, 32: 63-65, September 13, 1922.

Says that education may be a religion without being a superstition, and it may be a superstition when it is not even a religion but only an occupation of alleged hard-headed practical people.

— Education as engineering. New republic, 32: 89-91, September 20, 1922.

— Education as politics. New republic, 32: 139-41, October 4, 1922.

Contents that the effect of the school, as it exists to-day, is to send students out into actual life in a condition of acquired and artificial innocence.

**Elliot, Charles W.** The function of education in heterogeneous democracies. Harvard alumni bulletin, 25: 164-70, November 9, 1922.

**Fisher, H. A. L.** An educational address. Contemporary review, 122: 435-41, October 1922.

Delivered at a Conference on spiritual values in education and social life, Oxford, England, August, 1922. Discusses the ideal and practical phases of education. Gives a definition of an educated man.

**Hart, Joseph K.** The unprintable textbook. Survey, 49: 33-35, October 1922.

Discusses the "academic aloofness" of the schools. Says: "The school, if it is to do the work of democracy and support the efforts of science, must return from its academic aloofness, with Plato, and find its place once more in the midst of the actual experiences of life and the world, with Socrates, the pedagogue."

**Hughes, Charles E.** Aims in American education. Classical journal, 18: 5-8, October 1922.

Read at the general meeting of the National education association, Boston, July 4, 1922, and published in the Journal of the association, 11: 257-58, September 1922.

**Kilpatrick, William H.** Subject matter and the educative process. Journal of educational method, 2: 94-101, November 1922.

To be continued.



**La Farge, John.** What is a liberal education? *American*, 28: 8-10, October 21, 1922.

**Lange, Alexis F.** Teachers for democracy. *Sierra educational news*, 18: 388-402, September 1922.

Address to California High school principals' association at Pasadena, April 11, 1922.

**Lyttelton, Edward.** Letters on education. Cambridge, The University press, 1922. x, 134 p. 12°.

**Moore, Ernest C., ed.** Minimum course of study. Reports of committees on minimum essentials in elementary education. New York, The Macmillan company, 1922. xv, 402 p. tables, diagrams. 12°.

Studies of essentials of each elementary school subject made by special committees appointed by a committee of superintendents of schools of nine cities of Southern California.

**Patri, Angelo.** Child training. New York, London, [etc.] D. Appleton and company [1922]. xii, 434 p. 12°.

CONTENTS: Pt. I. The child in the home.—Pt. II. School: child, teacher, parent.—Pt. III. Building the child's character.—Pt. IV. Moral training.—Pt. V. Boys.—Pt. VI. Adolescence.—Pt. VII. Vacation time.—Pt. VIII. Parents.—Pt. IX. The child and his country.

**Phillips, Claude A.** Fundamentals in elementary education. Rev. ed. New York, Chicago, C. E. Merrill company [1922]. 5 p. l., 304 p. front., diagrams. 12°.

**Pickett, F. L.** The teaching of evolution. *Science, n. s.* 56: 298-301, September 15, 1922.

Portrays the danger of the promulgation of erroneous and superficial views of evolution by teachers of shallow scientific training. Pleads for a better appreciation and understanding between churchmen and scientists.

**Pitfinger, B. F.** Some relations of education and democracy. *Educational administration and supervision*, 8: 424-34, October 1922.

Discusses equality of opportunity in education, and education as a propagator and preserver of democracy.

**Shann, George.** The evolution of knowledge. London, [etc.] Longmans, Green and co. 1922. 4 p. l., 100 p. 12°.

**Sharp, Dallas Lore.** Education in a democracy. Boston and New York, Houghton Mifflin company, 1922. 154 p. 12°.

The public school is as national as the American flag; it is also indigenous, originated in America to meet an absolutely new educational need. So asserts the author of this book, who champions the public school for all American children as against all kinds of private or exclusive schools.

— The national school. *Harper's magazine*, 115: 628-36, October 1922.

**Wheeler, Olive A.** Bergson and education. Manchester, University press; London, New York [etc.] Longmans, Green & co. 1922. 5 p. l., 131 p. 12°.  
(Publications of the University of Manchester. Educational series, no. X)

**Williams, James Mickel.** Principles of social psychology as developed in a study of economic and social conflict. New York, A. A. Knopf, 1922. xii, 450 p. 8°.

Book VI of this work. The conflict of interests in cultural relations, takes up this conflict as displayed in ecclesiastical relations, and as reflected in literary and other artistic standards. Book VII discusses the conflict of interests in educational relations as regards academic relations and public education respectively.

#### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

**Dearborn, Walter F. and Lincoln, Edward A.** A class experiment in learning. *Journal of educational psychology*, 13: 330-40, September 1922.

**Drever, James.** An introduction to the psychology of education. London, E. Arnold & Co., 1922. viii, 227 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cock)

A general treatment of educational psychology designed as an introduction to the subject as a whole.

**Gruenberg, Benjamin C., ed.** Outlines of child study: a manual for parents and teachers, ed. by B. C. Gruenberg for the Federation for child study, with an introduction by E. L. Thorndike. New York, The Macmillan company, 1922. xi, 260 p. 12°.

Bibliography, p. 237-40.

In dealing with children, this book aims at the substitution by parents and teachers of purpose for impulse or inertia, of knowledge for unreflectal opinion, and of sympathy for fiction and antagonism.

**Peterson, Joseph.** Intelligence and learning. Psychological review, 29: 366-80, September 1922.

Presidential address, Southern society for philosophy and psychology, Memphis, Tenn., April 14, 1922.

**Piéron, Henri, ed.** L'année psychologique, 22 année (1920-1921). Paris, F. Alcan, 1922. xii, 608 p. 12°. (Bibliothèque de philosophie contemporaine)

**Bombers, H. H. and Knight, F. B.,** The teaching of educational psychology in the United States. Journal of educational psychology, 13: 399-407, October 1922.

Writer says that the lack of unanimity of opinion concerning what should go into a beginning course in educational psychology is apparent to all students of the subject. Educational psychology is regarded as an experimental science.

**Stephen, Karin.** The misuse of mind: a study of Bergson's attack on intellectualism. With a prefatory letter by Henri Bergson. New York: Harcourt, Brace & company, Inc.; London, Kegan Paul, Trench, Trubner & Co., Ltd., 1922. 106 [1] p. 8°. (Added t.p.: International library of psychology, philosophy and scientific method. General ed., C. K. Ogden)

**Strong, Edward K.** Brief introductory psychology for teachers. Baltimore, Md., Warwick & York, Inc., 1922. xi, 241p. incl. diagrs. 12°.

#### PSYCHOLOGICAL TESTS.

**Armentrout, W. D.** Classification of junior high school pupils by the Otis scale. Education, 43: 87-87, October 1922.

Results of an examination made in the junior high school of Lawrence, Kans.

**Ballard, Philip B.** Group tests of intelligence. London, New York [etc.] Hodder and Stoughton Ltd., [1922] x, 252p. 12°

**Berry, Charles S.** The classification by tests of intelligence of ten thousand first-grade pupils. Journal of educational research, 6: 185-203, October 1922.

Experiment made in the Detroit public schools during the winter of 1919-20.

**Caldwell, Helen H.** Adult tests of the Stanford revision applied to university faculty members. Journal of experimental psychology, 5: 247-62, August 1922.

An investigation conducted at the University of Wisconsin to determine the possible limits of performance for adults especially chosen because of their reputed brilliancy or genius.

**Cobb, Margaret V.** The limits set to educational achievement by limited intelligence. Journal of educational psychology, 13: 449-64, 546-60, November, December 1922.

Study based on tests made on high school students in Michigan, Illinois, Iowa, and Wisconsin.

**Columbia university.** Report on the use of intelligence examinations in Columbia college, 1922. [New York city, Columbia university, 1922] 27 p. 8°.

**Colvin, Stephen S.** The present status of mental testing. *Educational review*, 64: 196-200, 320-37, October, November 1922.

Discusses the development and standardization of intelligence tests; the nature of general intelligence, etc. Second paper of series says there is no reasonable doubt that the present intelligence tests do indicate to a fair degree native ability to learn. When used with due caution they can be employed to determine grading, promotion, and elimination.

**Harlan, Charles L.** The age-grade status as an index of school achievement. *Educational administration and supervision*, 8: 413-23, October 1922.

Concludes that mental ability as shown by intelligence tests and school achievement as shown by educational tests, seem more adequate bases for grouping pupils than do chronological age and years in school.

**Hehir, Sir Patrick.** Quest of the embryonic genius. *Nineteenth century*, 92: 200-9, October 1922.

Discusses the value of intelligence tests in discovering genius. Recommends the institution of special classes for exceptionally intelligent children. Conditions in England treated.

**Jacobs, Emilie V.** Some reactions to standardized tests. *Journal of educational method*, 2: 33-35, September 1922.

Discusses the value of the training of teachers in service, as illustrated in answers to questionnaire on the administration of the Haggerty intelligence tests administered to 7A and 8B pupils.

**Jordan, A. M.** Correlations of four intelligence tests with grades. *Journal of educational psychology*, 13: 419-29, October 1922.

**Lincoln, Edward A.** The mental age of adults. *Journal of educational research*, 6: 133-44, September 1922.

A study based on the mental testing in the U. S. Army during the war.

**Lippmann, Walter.** The mental age of Americans. *New republic*, 32: 213-15, 246-48, 275-77, 287-98, 328-30, October 25, November 1, 8, 15, 22; 33: 9-10, November 20, 1922.

A series comprising the six following articles: I. The mental age of Americans.—II. The mystery of the "A" men.—III. The reliability of intelligence tests.—IV. The abuse of the tests.—V. Tests of hereditary intelligence.—VI. A future for the tests.

A critical inquiry into the claim that the psychologists have invented a method of measuring the inborn intelligence of all people.

Writer says that none of the evidence thus far considered shows that intelligence tests measure reliably the capacity to deal intelligently with the problems of real life. But as gauges of the capacity to deal intelligently with the problems of the classroom, the evidence justifies us in thinking that the tests will grade the pupils more accurately than do the traditional school examinations.

**Lowell, Frances.** An experiment in classifying primary-grade children by mental age. *Journal of applied psychology*, 6: 276-90, September 1922.

An experiment conducted in the City normal school of Rochester, N. Y., to determine the advisability of classifying children in the first, second, and third grades on the basis of mental, rather than chronological age.

**Madsen, I. N.** The contribution of intelligence tests to educational guidance in high school. *School review*, 30: 686-91, November 1922.

**Otis, Arthur S.** The method for finding the correspondence between scores in two tests. *Journal of educational psychology*, 13: 529-45, December 1922.

**Pintner, R. and Cunningham, Bees V.** The problem of group intelligence tests for very young children. *Journal of educational psychology*, 13: 465-72, November 1922.

Describes tests made with the Kindergarten children of the Horace Mann school, Columbia university.

Psychological and educational tests in the public schools of Winchester, Virginia. A report to the City school board and the Handley Board of trustees. . . . Charlottesville, Va., Published by the University, 1922. 53p. tables, 8". (University of Virginia record. Extension series, vol. 6, no. 6, January, 1923.)

Investigation conducted by Dr. W. F. Dearborn and Dr. Alexander Inglis, of Harvard university, with the cooperation of the University of Virginia, the State department of education, and the officers and staff of the public schools of Winchester.

Roberts, Alexander C. Objective measures of intelligence in relation to high school and college administration. Educational administration and supervision, 8: 530-40, December 1922.

Concludes among other things that intelligence cannot at present be accurately and absolutely measured.

Terman, Lewis M. Were we born that way? World's work, 44: 655-60, October 1922.

Discusses the development of intelligence tests; the conservation of talent; racial differences in intelligence, etc.

Thorndike, Edward L. An instrument for measuring certain aspects of intelligence in relation to growth, practice, fatigue, and other influences. Journal of experimental psychology, 5: 197-202, June 1922.

Young, Kimball. Intelligence tests of certain immigrant groups. Scientific monthly, 15: 417-34, November 1922.

"Deals specifically with certain samples of the South European immigration in terms of general intelligence." Writer believes in a set of well worked out physical and psychological tests to determine the fitness of immigrants to enter the United States.

Zornow, Theodore A. and Pechstein, L. A. An experiment in the classification of first-grade children through the use of mental tests. Elementary school journal, 23: 136-46, October 1922.

#### EDUCATIONAL TESTS AND MEASUREMENTS.

Briggs, Thomas H. English composition scales in use. Teachers college record, 23: 423-52, November 1922. tables.

Brooks, Samuel S. Improving schools by standardized tests. Boston, New York [etc.] Houghton Mifflin company [1922] xv, 278p. diagrs., tables, illus. 12".

How the results of standardized tests of achievement and of intelligence were used to improve the teaching in a New Hampshire supervisory district containing 26 rural, ungraded, one-room schools, under unfavorable conditions, is here told by the superintendent of this district.

Byrne, Lee. Using home-made tests in high schools. School review, 30: 536-46, September 1922.

California. University. Department of education. Studies in elementary education—2. [Berkeley, Cal.] May 1, 1922. 33p. tables, diagrs. 8". (Bureau of research in education. Studies nos. 9 and 10)

CONTENTS.—9. Practice in using a handwriting scale, by Cyrus D. Mead and Howard O. Welty.—10. Measuring classroom products in Richmond: Seminar in measurement of elementary school work.

Dolch, Edward William, Jr. More accurate use of composition scales. English journal, 11: 530-44, November 1922.

Points out three distinct sources of inaccuracy in the use of English composition scales, and suggests methods for improvement.

Franzen, Raymond. Attempts at test validation. Journal of educational research, 6: 145-58, September 1922.

Says that we are facing an era of selection of tests, and that we want fewer tests for measuring achievement in a given trait and better construction of such tests.

**Gates, Arthur I.** The psychology of reading and spelling, with special reference to disability. New York city, Teachers college, Columbia university, 1922. vii, 108 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 129.)

**Gregory, Chester Arthur.** Fundamentals of educational measurement, with the elements of statistical method. New York, London, D. Appleton and company, 1922. xvii, 382 p. diagra., tables. 12°.

To present the fundamental principles of educational measurement in non-technical language, so far as possible, is a leading aim of this manual, which discusses and describes both the measurement of intelligence and tests of school achievement.

**Hines, Harlan C.** Measuring the achievement of school pupils. American school board Journal, 65: 37-38, November 1922.

Gives full lists of educational tests for elementary and secondary schools.

**Jamison, Grace S.** A study in correlation of allied English abilities. Journal of educational research, 6: 241-53, October 1922.

Tests given in the public school of Republic, Mich., September 1918 to June 1920.

**Monahan, A. C.** Standardized educational tests. Catholic school interests, 1: 20-21, August 1922.

"Attention is directed to some of the best and most widely used tests adapted to use by teachers in general."

**Monroe, Walter S.** A critical study of certain silent reading tests. Urbana, The University of Illinois [1922] 52 p. incl. tables. 8°. (University of Illinois. College of education. Bureau of educational research. Bulletin no. 8.)

On cover: University of Illinois bulletin, vol. xix, no. 22.

**Newcomb, Edith I.** A comparison of the Latin and non-Latin groups in high school. Teachers college record, 23: 412-22, November 1922.

Sets forth the evidence from a study of the scores made in the initial tests given in September, 1921, in over 100 high schools. Concludes that the Latin pupils are superior on the whole to the non-Latin group, especially in word knowledge; but that this superiority, on the whole, is not so great as has been supposed.

**Powers, S. B.** A comparison of achievement of high school and university students in certain tasks in chemistry. Journal of educational research, 6: 332-43, November 1922.

**Stone, C. B.** Recent developments in silent-reading tests. Journal of educational research, 6: 102-15, September 1922.

Says that advancement in silent-reading tests has been made along three lines: (1) Simplification in the testing procedure; (2) measurement of ability to read specific types of material; and (3) measurement of specific types of comprehension.

**Wallin, J. E. Wallace.** The achievement of subnormal children in standardized educational tests. [Oxford, Press Ohio state reformatory, 1922] 97 p. incl. tables. 8°. (On cover: Miami university bulletin, ser. xx, no. 7. April, 1922.)

**Wilson, G. M.** Language error tests. Journal of educational psychology, 13: 341-49, 430-37, September, October 1922.

The tests were put in the form of ordinary compositions, as they might be written by children. The children were required to recognize the errors and to correct them.

## SPECIAL METHODS OF INSTRUCTION.

## PROJECT METHOD.

**Carothers, W. H.** A project in county school supervision. American school board journal, 65: 51, September 1922.

This project was prepared by a class in the Kansas state normal school, 1922, under the direction of Professor Carothers.

**Collings, Ellsworth.** A project in community health. Journal of educational method, 2: 68-76, October 1922.

Describes a project worked out in a typical rural school.

**Colvin, Carl.** Farm projects: a textbook in agriculture for seventh and eighth grades and junior high schools, by Carl Colvin and John Alford Stevenson. New York, The Macmillan company, 1922. x, 363 p. incl. front., illus. 12".

"Suggested reference books for the rural school library": p. 354-55.

**Hosie, James F.** What is the project method? Journal of educational method, 2: 23-28, 65-67, September, October 1922.

Discusses the various uses of the term project method; importance of philosophy of method; what the project method should be taken to mean; methods *vs.* method; the project as experience, and as democracy.

— Why study the project method? Journal of educational method, 2: 116-19, November 1922.

"The school might be—and of course often is—a place to live a full, earnest, joyous life. The project method tends powerfully to bring this consummation to pass."

**Hunter, Fred M.** The project method: what may be accomplished in the ordinary school and class room. Journal of educational method, 2: 401-11, November 1922.

Gives a number of projects in detail, which may be divided into three groups: individual projects, class projects, and school projects.

**Jones, Melissa A.** Dangers and possibilities of the project. English journal, 11: 497-501, October 1922.

Shows that the project is dangerous in the hands of the teacher who shirks, and the teacher who is not sincere.

**Kilpatrick, William H.** The project method in college courses in education. Educational review, 64: 207-17, October 1922.

Discusses the subject under four heads: (1) What is here meant by the project method? (2) How does its application vary with the advancing age of the student? (3) What modifications are necessary to coordinate it with other demands? (4) What actual applications can we make to college courses in education?

**Skinner, Robert W.** The project method in physics and chemistry. School review, 30: 533-35, September 1922.

## VISUAL INSTRUCTION.

**Gruenberg, Benjamin C.** The educational use of motion pictures. School and society, 16: 580-85, November 25, 1922.

Discusses the mechanical problems of the use of motion pictures and like subjects.

**Hays, Will H.** The motion picture in education. Playground, 16: 303-6, 365-68, October, November 1922.

Address delivered before the National education association, Boston, Mass., July 6, 1922.



**Lathrop, Charles N.** Motion pictures and the churches. Playground, 16: 307-8, 363-64, 387, October, November 1922.

The first and second of a series of four articles summarizing a study of motion pictures made by the Social service commission of the Federal council of churches.

**Ramsey, Jean.** Visual education and the project plan. Visual education, 3: 317-50, 379, October-November 1922. illus.

An account of the project method as it prevails in the fourth and fifth grades of Cicero, Illinois, including projects in English, spelling, geography, arithmetic, drawing, and nature study.

#### DALTON LABORATORY PLAN.

**Cumberbirch, C. T.** The Dalton plan. Journal of education and School world (London) 54: 700-11, November 1, 1922.

Discusses the Dalton plan of greater freedom and increasing self-activity for the school child.

**Parkhurst, Helen.** Education on the Dalton plan. With an introduction by T. P. Nunn; contributions by Rosa Basseff and John Eades. New York, E. P. Dulton & company [1922] xviii, 278 p. 8°.

#### SPECIAL SUBJECTS OF CURRICULUM.

##### READING.

**Buswell, Guy Thomas.** Fundamental reading habits: a study of their development. Chicago, Ill., The University of Chicago [1922] xiv, 150 p. tables, diagrs. 8°. (*On cover:* Supplementary educational monographs pub. in conjunction with The School review and The Elementary school journal, no. 21, June 1922)

**Judd, Charles Hubbard and Buswell, Guy Thomas.** Silent reading: a study of the various types. Chicago, Ill., The University of Chicago [1922] xiii, 160 p. 8°. (*On cover:* Supplementary educational monographs pub. in conjunction with The School review and The Elementary school journal, no. 23, Nov., 1922)

**Simpson, I. Jewell.** Silent reading, suggestions for testing and for corrective work. Issued by State department of education. Baltimore, Md., [1922] 32p. incl. diagrs. 8°. (Maryland school bulletin, vol. iv, no. 4)

CONTENTS: Testing should precede teaching.—Choice of tests.—Training to improve comprehension.—Training to increase speed.—Reading for appreciation and enjoyment.—Scores in silent reading tests made in typical Maryland counties.

**Smith, William A.** The reading process. New York, The Macmillan company, 1922. xii, 267 p. illus. charts. 12°

Although to the casual observer reading may seem a simple and commonplace performance, it actually is a very complex process. This book aims to furnish a body of information—psychological, philological, historical, and experimental—which will qualify the teacher to develop and use intelligently methods of teaching reading. The linguistic and historical material given in this treatise is designed to afford to teachers of reading the perspective necessary for the best work.

**Stone, Cliff W.** Improving the reading ability of college students. Journal of educational method, 2: 8-23, September 1922.

Article contains much about silent reading.

**Sutherland, A. H.** Correcting school disabilities in reading. Elementary school journal, 23: 37-42, September 1922.

Says that failures in the upper grades, high school, college, and technical school are largely due to poor habits of reading. Describes conditions which bring about this fruitless method of study.



## HANDWRITING.

**Great Britain.** Board of education. Print-script. London, H. M. Stationery office, 1922. 26 p. 12°. (Educational pamphlets, no. 40. Elementary school series, no. iv.)

## ENGLISH AND COMPOSITION.

**Chambers, E. W.** The teaching of English in the universities of England, with a note in comment on the article by John Bailey. [London] 1922. 36p. 8°. (The English association. Pamphlet no. 53)

**Coleman, Elizabeth T.** Assignments in beginning oral English. Quarterly journal of speech education, 8: 311-22, November 1922.  
The correlation of written and spoken speech.

**Gilbert, A. H.** What shall we do with freshman themes? English journal, 11: 392-403, September 1922.

**Mathes, C. H.** The changing methods of instruction in English. Education, 43: 73-82, October 1922.

The two direct and primary purposes of the technical study of English are: "first, the intelligent systematization of the materials of expression; secondly, the independent and efficient manipulation of these materials for determinate rhetorical ends."

**Pound, Louise.** Pronunciation in the schools. English journal, 11: 455-62, October 1922.

Read before the English section at a meeting of the Nebraska state teachers' association at Omaha.

**Pulcifer, Mrs. Louis B.** An international adventure in English. English leaflet, vol. 22, no. 100, December 1922. 13p.

The object of the paper is to tell what some pupils in a rural high school have been doing to fit themselves for citizenship of the world.

**Reavis, W. C.** Student publications in high schools. School review, 30: 514-20, September 1922.

**Silberstein, Nathan.** The variability of teachers' marks. English journal, 11: 414-24, September 1922.

The author makes some suggestions on how it can be made possible to place upon a scientific basis the evaluation of pupils' work.

**Wolfson, George.** New objectives in oral English. Bulletin of high points in the work of the high schools of New York city, 4: 16-20, February 1922.

## LITERATURE.

**Carter, Allan L.** How shall Shakespeare be taught in high schools? Educational review, 64: 227-32, October 1922.

Emphasizes the realizing of the dramatic possibilities of Shakespeare. Instead of inquiries into Shakespeare's philosophy, etc.

**Hilson, Jane Anderson, and Wheeling, Katherine E.** Illustrative material for high school literature. English journal, 11: 482-90, October 1922.

Music and picture material have been assembled as an aid to the teacher of English and the librarian, and the list is given.

**Keyes, Rowena Keith, comp.** Recommended English readings for high schools. On cover: Library edition. New York, Noble and Noble [1922] 64p. 8°.

**Schelling, Felix E.** Reasons for teaching English literature. Pennsylvania gazette, 21: 223-24, December 8, 1922.

An address delivered at the annual meeting of the college conference on English in the central Atlantic states, held at Wilmington, Del., December 2, 1922.

## ANCIENT CLASSICS.

**Finegan, Thomas E.** The place of the classics in the public high school program. *Classical Journal*, 18: 100-3, November 1922.

The writer says that he would not impose the study of the classics upon any student, but would make such study available for all who possess mental aptitude for it.

**Inglis, Alexander.** The conditions of success in teaching the classics. *Classical Journal*, 18: 9-18, October 1922.

The writer sums up the conditions as follows: (1) The adjustment of instruction to the capacities, interests, and needs of the pupils concerned; (2) adaptation to the laws of learning; (3) the adaptation of instruction to the aims and values for which the classics are studied.

**Nutting, H. C.** Latin and mental training. *Classical Journal*, 18: 91-99, November, 1922.

Contents that a study of the classics carries with it a transfer of training in large amount. Criticises with Prof. Stratton the position of the modern school on this question of educational psychology.

Types of Latin instruction. *Classical Journal*, 18: 26-32, October 1922.

A study of the Latin situation in the public high schools of California.

## MODERN LANGUAGES.

**Jordan, Rivera H.** The responsibility of the teacher of modern language. *Journal of education*, 96: 287-90, September 28, 1922.

To meet the aims of teachers and of education in general, and to meet a particular aim and problem to himself.

**Martin, Henry M.** An ideal and a standard in modern language teaching. *Educational review*, 64: 291-300, November 1922.

Discusses methods of teaching the Spanish language.

**Wilkins, Lawrence A.** Concerning the study of Spanish in the United States. *Educational review*, 64: 403-14, December 1922.

Emphasizes the desirability of studying Spanish in the secondary schools and colleges.

## MATHEMATICS.

**Newcomb, R. S.** Teaching pupils how to solve problems in arithmetic. *Elementary school journal*, 23: 183-89, November 1922.

## SCIENCE.

**Foley, Arthur L.** The college student's knowledge of high school physics. *School science and mathematics*, 23: 601-12, October 1922.

**Gregory, Sir Richard.** Educational and school science. *Nature (London)* 110: 420-23, September 23, 1922.

Says that school instruction in science is not intended to prepare for vocations, but to equip pupils for life as it is and as it soon may be.

From the address of the president of the section of educational science, British association for the advancement of science, at Hull, England, September 7, 1922.

Sections from this address are also given in *Journal of education (London)*, 54: 633-34, October 1922; and *Science, n. s.* 56: 433-39, October 20, 1922; *School and society*, 16: 421-27, 454-61, October 14, 21, 1922.

**Segerblom, Wilhelm.** A first course in general chemistry. *Science, n. s.* 56: 320-23, September 22, 1922.

## GEOGRAPHY.

**Brown, R. N. B., Howarth, O. J. B., and McFarlane, J.** The scope of school geography. Oxford, The Clarendon press, 1922. 158 p. 12s.

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**Parker, Edith P.** A fourth-grade geography unit. *Elementary school journal*, 23: 92-100, October 1922.

An experiment tried in the fourth grade of the University of Chicago elementary school. An effort to give children a conception of the world as a whole.

**Pittsburgh.** Board of public education. Dept. of research and measurement. Course of study in geography for grades 3B to 8A. Pittsburgh, Pa., The Board of public education, 1922. 73 p. 12". (Bulletin no. 4)

**Smith, Joseph Nelson.** How to improve geography teaching in the public high schools. *Chicago schools journal*, 5: 12-18, September 1922.

**Stark, Mabel C.** Some suggestions for needed lines of emphasis in our normal school geography. *Journal of geography*, 21: 245-53, October 1922.

Paper presented at the New England geographical conference at Clark university, January 1922.

#### HISTORY.

**New York (City) Department of education.** Report of the committee to investigate the charges made that certain history textbooks in use in the public schools of the city of New York contain matter which is in derogation of the achievements of our national heroes, of the founders of the Republic, and of those who have guided its destinies; and that some books contain propaganda. [New York, Stillman appellate printing company] 1922. 176 p. 8".

The committee of principals and teachers making this report was appointed to investigate the subject by direction of William L. Ettinger, superintendent of schools of New York city. They present various findings of fact and recommendations regarding textbooks in American history for use in elementary and high schools.

**Pierce, Bessie L.** Aids for history teachers, by the Department of history. 1. The socialized recitation. Iowa City, The University [1922] 16p. 8". (University of Iowa. Extension division bulletin no. 81.)

#### MUSIC.

**Gartlan, George H.** A method of teaching music. What is it? Is there such a thing? *Musical courier*, 85: 16, December 7, 1922.

A brief discussion of the subject, mentioning the basis for teaching school music, methods in piano, violin, etc., and the object of the work.

— A new kind of training for music supervisors. *Musical courier*, 85: 35, September 14, 1922.

An account of the work which was done during the past school year at Oberlin college.

— The normal school in school music. *Musical courier*, 85: 57, November 9, 1922.

Training for grade teachers and extension courses for supervisors.

**Gibson, Thomas L.** Music in the rural schools. *School music*, 23: 5-10, November-December 1922.

The author discusses the problems of time allotted for musical study; training of rural music teachers; limited musical experiences of rural children; etc.

**Home, Ethel.** Supplementary aids to education: music. *Journal of education and School world* (London) 54: 645-47, October 1922.

**Hutson, P. W.** Some measures of the musical training and desires of high-school seniors and their parents. *School review*, 30: 604-12, October 1922.

Endeavors to show the attraction that music has for the fourth-year students of the Central high school, Minneapolis, Minn.

**Kern, Mary R.** Report on corrective treatment of a group of monotones. *Elementary school journal*, 23: 197-202, November 1922.

The term "monotone" is used by the writer to designate such children as are retarded musically from any cause, physical or mental. An experiment tried at the University elementary school of the University of Chicago during the school year 1921-22. To be continued.

**Taylor, David C.** The psychology of singing: a rational method of voice culture based on a scientific analysis of all systems, ancient and modern. New York, The Macmillan company, 1922. xix, 373p. 12°.

#### DRAMATICS.

**Gartlan, George H.** Dramatics and school music. *Musical courier*, 85: 16, October 5, 1922.

The value of expression in oral English, and school progress in the past century.

#### ART EDUCATION.

**Beard, Frederica.** Beauty in education. *School arts magazine*, 22: 67-70, October 1922.

The necessity of beauty in a child's life.

#### SAFETY.

**James, Stephen, ed.** Six safety lessons submitted in the 1921 national safety lesson contest. Washington, D. C. The Highway education board [1922] 50p. 12°. (Highway education board. Bulletin no. viii)

#### THRIFT.

**Bowman, Melvin E.** The school savings bank. *School and society*, 105: 302-15, September 16, 1922.

How to start one; description of the systems now in use; influence of banks on children; etc.

Also with same title, in somewhat different form, in *Elementary school journal*, 23: 56-67, September 1922.

#### PRIMARY EDUCATION.

**Johnson, Harriet M.** A nursery school experiment. Descriptive report by Harriet M. Johnson with a section on music by Carmen S. Reuben. New York, Bureau of educational experiments, 1922. 81p. illus., music. 8°. (On cover: Bureau of educational experiments. Bulletin no. 11)

A symposium of primary work in the schools of Utah. *Utah educational review*, vol. 10, no. 2, October 1922. Special bulletin no. 1. 81p. 8°.

#### RURAL LIFE AND CULTURE.

**Chase, Lew Allen.** Rural Michigan. New York, The Macmillan company, 1922. xlii, 492p. front. plates, map. 12°. (Rural state and province series, ed. by L. H. Bailey)

Chapter xi of this book, p. 347-82, is entitled Educational enterprises of Michigan. The final chapter deals with Status and tendencies in Michigan rural life.

**Drummond, A. M.** Plays for the country theatre. Ithaca, N. Y., Cornell university, New York state college of agriculture, 1922. cover-title, p. 243-312. 8°. (Extension bulletin 53, June, 1922)

Discusses choosing plays, copyright and royalties; gives lists of plays, with annotations, and describes the lending of plays in the Package library service, by the State college of agriculture, Ithaca, N. Y.

**Hinshouse, Paul M.** A dip into rural life facts. Continent, 53: 1373-74, November 2, 1922.

A study of Americanization in the rural districts.

**Nason, W. C.** Uses of rural community buildings. [Washington, Government printing office, 1922] cover-title, 32p. incl. illus. 8". (U. S. Department of agriculture. Farmers' bulletin no. 1274, July, 1922)

**Rankin, J. O.** Reading matter in Nebraska farm homes. [Lincoln, Neb., 1922] 28p. illus. 8". (Nebraska Experiment station bulletin 180, June, 1922)

Agricultural experiment station of the University of Nebraska and United States Department of Agriculture cooperating.

Based mainly on the results of a survey conducted in 1920-21, supplemented by information from other sources.

**Vogt, Paul L.** Introduction to rural sociology. New York, London, D. Appleton and company, 1922. xvi. 457p. diagrs., maps, tables. 8".

Chapter XV of this book deals with the school as a factor in rural life; chapter XVI with other rural educational agencies; chapters XVII-XVIII with the church and country life, and measures for improving the rural church. Chapters XX-XXV take up various aspects of village-life.

#### RURAL EDUCATION.

**Brown, George A.** Iowa's consolidated schools. Issued by the Department of public instruction, Des Moines, Ia. P. E. McClenahan, superintendent. Des Moines, The State of Iowa [1922] 100p. illus., plans. 8".

**Field, Jessie.** A real country teacher; the story of her work. Chicago, A. Flanagan company, 1922. 119p. illus. 10".

**Haggerty, M. E.** Rural school survey of New York state. Educational achievement. Ithaca, N. Y., 1922. 223p. diagrs., tables. 12".

How well are the rural and village schools of New York state teaching the subjects which by general consent belong to their curriculum? This is the question which the Division of tests and measurements in the New York survey undertakes to answer in this report.

**Hoffman, U. J.** Organizing and teaching a one-teacher school. Issued by F. G. Blair, superintendent of public instruction. [Springfield, Ill., Schnepf & Barnes, printers, 1922] 32p. 8".

**Kansas state normal school, Emporia.** What people say about school consolidation; together with questions we are asked relating to school consolidation. Comp. by the Department of school consolidation. Kansas state normal school, Emporia. Topeka. Printed by Kansas state printing plant, B. P. Walker, state printer, 1922. 50p. incl. illus., tables. 8". (Bulletin series, vol. 1, no. 2, July 1, 1922)

**Laughlin, E. V.** The improvement of country schools. Educational review, 64: 301-4, November 1922.

A plea for better trained teachers.

**Moore, Elizabeth.** Rural school health survey, Missouri. St. Louis, Mo., 1922. 2 p. l., 46p. 8". (Missouri tuberculosis association)

**Pendray, G. Edward.** Opening exercises in rural schools. Progressive teacher, 28: 7-9, September 1922.

**Rogers, Lloyd.** A new kind of rural school. Education, 43: 10-30, September 1922.

Emphasizes the necessity of a rural school that is correlated with rural life.

A rural school curriculum to meet the needs of rural children. *Journal of the New York state teachers' association*, 9: 178-85, October 1922.

The article concludes with the hope that the course of study for rural elementary schools may never become fixed and final, but change to keep pace with new improvements in education and to suit the needs of rural children.

Updegraff, Harlan. Rural school survey of New York state. Financial support. Ithaca, N. Y., 1922. 233p. diagrs., tables. 12°.

Professor George A. Works, director of the New York State rural school survey, says that the present study of financial conditions by Dr. Updegraff is so fundamental and his recommendations so sound that they should receive consideration in every State of the Union.

### SECONDARY EDUCATION.

Bennett, H. Omer. Developing leadership in the high school. *Education*, 43: 107-15, October 1922.

Says that every high school should have a well-organized student body association and as many other organizations as it can well take care of. These organizations should be offered by students, with a faculty adviser for each organization.

Bobbitt, Franklin. Curriculum making in Los Angeles. Chicago, Ill.: The University of Chicago, [1922] 166 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 20, June 1922.)

Describes the work now going on in Los Angeles in the re-examination of current courses of study in junior and senior high schools. The subject is presented for the purpose of arousing discussion of the method in order to improve it, and also to make a contribution to the formulation of a technique of practical curriculum re-examination and reformulation.

Briggs, Thomas H. What next in secondary education? *School review*, 30: 321-32, September 1922.

Butler, Sylvester B. Building for the present and the future. *School review*, 30: 686-91, November 1922.

Describes the work of the Terryville high school, Connecticut. Gives an outline of the administration of the school work and of its work in educational guidance.

Counts, George S. The selective character of American secondary education. Chicago, Ill.: The University of Chicago [1922] xviii. 162 p. diagrs., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 18, May 1922.)

This study undertakes to determine the sociological and psychological character of the public high school population from data obtained by means of questionnaire cards filled in by pupils of public high schools in Seattle, Wash.; St. Louis, Mo.; Bridgeport, Conn.; and Mt. Vernon, N. Y.

Gosling, Thomas W. A social-science core for the junior and the senior high school curriculum. *School review*, 30: 584-91, October 1922.

Says that much constructive thinking must be done before social studies can be permanently established in the schools. Discusses the aim of instruction in such studies.

Norman, James William. A comparison of tendencies in secondary education in England and the United States. New York city, Teachers college, Columbia university, 1922. x, 186 p. 8°. (Teachers college, Columbia university, Contributions to education, no. 119.)

What should be the nature of secondary education in a democracy? is the underlying question throughout this study, which groups its discussion under four headings: (a) Educational administration, or for whom and by whom is secondary education to be provided; (b) the curriculum of secondary education; (c) educational method; (d) the meaning of secondary education in a democracy.



**Oliver, Maude Louise:** High school organizations and their administration.

American school board journal, 65: 58-59, 98, 129, October 1922.

Studies the method of solving the problem of "no fraternities" worked out in the Pasadena high school through the encouragement of legitimate organizations.

**Smith, Harvey A.** A study of high school failures and their causes. Educational administration and supervision, 8: 557-72, December 1922.

Study based on official records of the high school in Millville, N. J.

**Tighe, Benjamin C. B.** Some aspects of secondary education in North Dakota. Quarterly Journal of the University of North Dakota, 13: 11-20, October 1922.

An analysis of the problems of operation and reorganization of North Dakota schools.

**Wetherow, E. B.** Plans for obtaining higher efficiency and lower cost of maintenance of small high schools. Prepared under the direction of Benjamin J. Burris, state superintendent of public instruction. [Indianapolis, 1922] 11 p. 12. (Indiana, Dept. of public instruction, Bulletin no. 58, 1922)

#### JUNIOR HIGH SCHOOLS.

**Dehl, J. D.** Junior high school modern foreign language study in the light of the psychological principles of reading. Modern language journal, 7: 67-74, November 1922.

Author advocates the subordination of oral drill, spelling, grammar study, written exercises, etc., to the acquirement of the silent reading power.

**Dvorak, August.** Recognition of individual differences in the junior high school. School review, 30: 670-85, November 1922.

A questionnaire study of 86 junior high schools in various parts of the United States.

**Gosling, Thomas W.** The social studies in the junior high school. School and society, 16: 623-27, December 2, 1922.

Given before the History section of the Wisconsin teachers association, Milwaukee, November 1922.

**Phillips, H. S.** Report of a committee on junior high schools, Denver, Colorado. Elementary school journal, 23: 13-24, September 1922.

Says that the weight of opinion on the part of pupils, teachers, and principals is in favor of directed and supervised study during a part of the regular recitation period.

**Pratt, O. C.** Status of the junior high school in larger cities. School review, 30: 668-70, November 1922.

Study based on replies to a questionnaire sent to all cities with a population of more than 100,000. Replies showed that schoolmen were distinctly in favor of junior high schools.

**Renwick, Albert.** The junior high school vs. the six-year high. Education, 43: 232-43, December 1922.

Says that although the program of studies may be a much more intricate affair in the junior high school, the difference from the six-year high school is not essentially the program but the difference in housing.

**Smith, Homer J.** Special preparation for junior high school service. Educational administration and supervision, 8: 513-18, December 1922.

Says that normal schools lead in practice departments, special curricula, and special methods courses. Colleges offer more general administrative courses.

**Stone, Seymour I.** The social sciences in the junior high school. School review, 30: 700-60, December 1922.

Says that the junior high school is, in a very special sense, the school for the development of citizenship and character, hence the value of social sciences in the curriculum.



## TEACHER TRAINING.

- Benson, Charles E.** The output of professional schools for teachers. Baltimore, Md., Warwick & York, Inc., 1922. x, 88 p. tables, diagrs. 8".  
A study of the distribution of the graduates of a selected group of schools engaged in the professional preparation of the public-school teachers.
- Briggs, Thomas H.** Major professional courses at Teachers college, Columbia university. Educational administration and supervision, 8:392-97, October 1922.
- Cole, Thomas B.** Learning to be a schoolmaster. New York, The Macmillan company, 1922. 30 p. 12".  
The author, who is superintendent of schools of Seattle, Wash., here relates some of his personal experiences in the teaching profession, for the guidance of those just entering the service.
- Grant, James B.** Acquiring skill in teaching. New York, Chicago [etc.] Silver, Burdett & company [1922]. xii, 222, vi p. 12".
- Johnson, Laura B.** Teacher training through participation. Modern language journal, 7: 3-37, October 1922.  
The author advocates admitting prospective teachers into the various elementary classes as well prepared, active participants in all class room problems.
- Landsittel, F. C.** Cooperation in teacher training. Educational review, 64: 377-82, December 1922.  
Says that the university in a large city is in a position advantageous to promote improved organization for teacher training purposes. If there is an urban university, teacher training belongs to it.
- Martz, Charles E. and Kinneman, John A.** Social science for teachers. West Chester, Pa., Temple press, 1922. 276, xi p. 12".
- Noyes, Ernest C.** Improvement of teachers in service. Pennsylvania school journal, 71: 101-3, November 1922.
- Osburn, Worth J.** Some conditions of improvement in teacher training. Educational administration and supervision, 8: 486-89, November 1922.  
Mentions two conditions that are indispensable to the professional welfare of those who teach teachers: (1) Direct contact with the problems of the field; and (2) constructive activity in the solution of those problems.
- Pillsbury, W. Howard.** The Buffalo plan of teacher training. Journal of the New York state teachers' association, 9: 237-44, November 1922.
- Ross, Carmon.** The status of county teachers' institutes in Pennsylvania. Philadelphia, Pa., 1922. xvi, 168 p. tables, forms. 8".  
Thesis (Ph. D.)—University of Pennsylvania.  
While this book is primarily a study of the efficiency of county teachers' institutes in Pennsylvania, it also presents incidentally a general survey of the present status of teachers' institutes in the whole United States.
- Student-teaching.** Educational administration and supervision, vol. 8, no. 6, September 1922. Student-teaching number.  
Contains: H. K. Douglass: The assignment of supervised student-teachers.—E. I. F. Williams: Administration of observation in the teacher-training institutions of the United States.—L. J. Brueckner: Field work as a means of training student-teachers.—H. F. Foster: Student-teaching and the training of the junior high school teacher.—H. W. Nutt: Essentials in the supervision of student-teaching.—H. C. Pryor: Graded unit in student-teaching.
- Williams, O. H., ed.** Rural teacher training in Indiana; approved normal training courses for class A and class B professional certificates for rural teachers. Prepared under the direction of Benjamin J. Burris, state superintendent of public instruction. 1922. Indianapolis, Wm. B. Burford, contractor for state printing and binding, 1922. 28 p. 12". (Indiana Dept. of public instruction. Educational bulletin no. 55. Teacher training series no. 5)

**Zook, George F.** Preparation for teaching the social sciences. Educational review, 64: 310-19, November 1922.

Discusses the history of the movement to introduce the teaching of social sciences into the secondary schools, and outlines the means of preparation for teaching such sciences.

### TEACHERS' SALARIES AND PROFESSIONAL STATUS.

**Bracken, John L.** The Duluth system for rating teachers. Elementary school journal, 23: 110-16, October 1922.

The aim of the Duluth plan is to devise methods of measuring, conserving, and enhancing the demonstrated ability of the teachers. Report of the board of education.

**Hall, William.** The tenure of teachers. American school board journal, 67: 101, 117-19, October 1922.

As a school board member, the writer disposes the Minnesota "Teachers' tenure bill," a typical tenure bill, giving the arguments for and against it.

**Hart, J. Y.** An investigation of sickness data of public elementary school teachers in London, 1904-1919. Journal of the Royal statistical society, 85: 349-92, May 1922. Tables. Discussion of Mr. Hart's paper, p. 382-411.

A paper read before the Royal statistical society at London, March 21, 1922.

**Knight, Frederic Butterfield.** Qualities related to success in teaching. New York city. Teachers college, Columbia university, 1922. x, 67 p. tables, 8". (Teachers college, Columbia university. Contributions to education, no. 120)

### HIGHER EDUCATION.

**Association of land-grant colleges.** Proceedings of the thirty-fifth annual convention . . . held at New Orleans, La., November 8-10, 1921. Burlington, Vt., Free press printing company, 1922. 364p. 8". (J. L. Hills, secretary. University of Vermont, Burlington, Vt.)

Contains: 1. J. J. Tigert: The relation of the Federal Bureau of education to the state universities and colleges, p. 21-28. 2. H. L. Russell: The agricultural experiment station in middle life and after, p. 30-40. 3. T. H. Eaton: Improvement of college teaching, p. 117-27. 4. C. R. Woodward: Some basic principles underlying the curriculum of the college of agriculture, p. 127-36. 5. Alfred Vivian: What are the aims of collegiate instruction in agriculture? p. 149-57. 6. R. W. Thatcher: Agricultural research in relation to the public welfare, p. 192-203. 7. E. D. Sanderson: An extension program in rural social organization, p. 216-22. 8. W. A. Lloyd: Methods of building an extension program adapted to the needs of local communities, p. 242-53. 9. C. R. Richards: Some of the problems of the engineering college executive, p. 259-68. 10. A. R. Mann: Relation of the extension specialist to the resident staff in home economics, p. 315-24.

**The American college and its curriculum.** Articles by college presidents and professors. A supplement to the New republic for October 25, 1922--vol. xxxii, no. 412, pt. 2. p. 1-15.

Contains: 1. Alexander Meiklejohn: The unity of the curriculum. 2. H. W. Chase: The problem of higher education. 3. H. B. Alexander: The college at the cross roads. 4. A. W. Vernon: The college for liberal arts in the Middle West. 5. Karl Young: Hope for the college. 6. M. L. Furton: The undergraduate course. 7. W. A. Nelson: Special honors at Smith. 8. S. P. Sherman: The liberal arts course at Illinois. 9. John Erskine: General honors at Columbia. 10. C. H. Moore: The general final examination at Harvard.

These articles discuss the following question: What is the general meaning and purpose of the undergraduate curriculum, and what specific measures can be taken to develop this meaning or carry out this purpose?

**Boas, Ralph P.** Who shall go to college? *Atlantic monthly*, 130: 441-48, October 1922.

Discusses the present situation of the endowed colleges of America, which compels them to limit their enrollment of students in some way, if the colleges are to continue in their present form. Balances the gains and losses of a policy of exclusion of certain racial groups—favoring the development of social qualities to active scholastic competition.

**Capen, Samuel P.** American university education. *School and society*, 100: XE3-42, November 11, 1922.

Inaugural address as chancellor of University of Buffalo, October, 1922.

**Claxton, P. P.** Higher education in Tennessee. *University of Tennessee record*, 25: 39-49, September 1922. (Commencement number.)

**Conant, Lawrence Wickes.** Tackling tech. Suggestions for the undergraduate in technical school or college. New York, The Ronald press company, 1922. xiv, 197p. illus. (forms) 12".

Costs of higher education. *Educational review*, 64: 342-43, November 1922.

An editorial discussing the work of the Joint board of higher curricula of the state of Washington and the third report of the board, which was organized to investigate and control the cost of higher education in Washington.

**Flack, Robert C.** College—One year after. *Forum*, 68: 851-61, October 1922.

Influence of university education on world problems. Mental viewpoint of a Harvard graduate.

**Flewelling, Ralph Tyler, ed.** Exercises in dedication of George Finley Howard administration auditorium, Hoose hall of philosophy, and Stowell hall of education, University of Southern California, June 19 to 23, 1921, Los Angeles. (Los Angeles, University of Southern California press, 1922) 239p. front., plates. 8".

**Gillette, John M.** Economic and social background of the University of North Dakota. *Quarterly journal of the University of North Dakota*, 13: 21-45, October 1922. diagrs., maps.

**Hollis, M. C.** English and American universities. *Outlook*, 132: 600-601, December 6, 1922.

The writer is a member of a debating team from Oxford university which has been touring some of the Eastern universities—Bates College, Columbia, Yale, Harvard, Swarthmore, and the University of Pennsylvania, and writes of the differences between Oxford and Cambridge on the one hand, and these universities on the other.

**Institute of international education.** A bibliography on the United States for foreign students. New York, September 20, 1922. 50p. 8". (Third series. Bulletin no. 3)

An annotated list of books calculated to give the foreigner an accurate view of the history, government, literature, education, resources, and social conditions of America.

**Kane, W. T.** The small college. *America*, 27: 538-40, September 23, 1922.

**Meiklejohn, Alexander.** What are college games for? *Atlantic monthly*, 130: 663-71, November 1922.

This paper criticizes the prevalent mode of administration of college games. President Meiklejohn maintains that if undergraduates are to have real games, they must do their own coaching, take charge of their own teams, and win or lose on their own efforts.

**Mendenhall, Thomas C., ed.** History of the Ohio state university. Vol. III. Addresses and proceedings of the semicentennial celebration, October 13-16, 1920. Columbus, The Ohio state university press, 1922. 400p. front. (port.) plates. 8".

**Minnesota. University. Survey commission.** Report of the survey commission, III. a. The departments of the university. b. The needs of the University of Minnesota. [Minneapolis, The University of Minnesota, 1922] 54p. 4°. (Minnesota. University. Bulletin. vol. xxv, no. 5, March 27, 1922)

"References" at end of each chapter.  
Bibliography: p. 96-98.

**Snedden, David.** Collegiate education and democracy. School and society, 36: 504-600, November 25, 1922.

From an address at dedication exercises of new college buildings, Skidmore college, October 1922.

Says that "the spirit or ideal of democracy" asks of education that there be equal opportunities for those whom it serves, and that in its effects and outcomes it shall reinforce and extend the ends of democracy.

**Spanton, A. I., ed.** Fifty years of Buchtel (1870-1920). Published under the auspices of the Buchtel college alumni association. Akron, Ohio, 1922. x. 446p. front., plate. 8°.

A semi-centennial history of the institution now known as the Municipal university of Akron, which includes an appreciative sketch of the administration of the incumbent in the presidency, Dr. Parke R. Kolbe.

**Wilkins, Ernest H.** Initiatory courses for freshmen. Report by Committee G, On increasing the intellectual interest and raising the intellectual standards of undergraduates. Bulletin of the American association of university professors, 8: 10-40, October 1922.

**Zook, George F.** The junior college. School review, 30: 574-83, October 1922.

Discusses the advantages of the junior college; the effect of the junior college on the present four-year endowed colleges of liberal arts and sciences; increase in expenditures for education, etc.

#### SCIENTIFIC RESEARCH.

**Davis, Roland P.** Research in engineering. West Virginia science bulletin, 1: 47-58, May 1922.

**Irvine, J. C.** The organization of research. Nature, 110: 385-88, September 16, 1922.

Also in Science, n. s. 56: 373-77, October 6, 1922.

From Part I of the presidential address delivered to Section B (Chemistry) of the British association at Hull on September 7, 1922.

#### FEDERAL GOVERNMENT AND EDUCATION.

**National education association of the United States. Legislative commission.** The Towner-Sterling bill; an analysis of the provisions of the bill; a discussion of the principles and policies involved; and a presentation of facts and figures relating to the subject. Washington, D. C. The National education association, 1922. 76p. 8°. (Legislative commission series no. 3)

**U. S. Supreme court.** . . . Commonwealth of Massachusetts, plaintiff v. Andrew W. Mellon, secretary of the treasury, et als., defendants. Motion to file original bill and original bill of complaint. Commonwealth of Massachusetts, by J. Weston Allen, attorney general. [n. p., 1922] 12p. 8°.

At head of title: Supreme court of the United States, October term, 1922. No. . . . original.

This pamphlet relates to the proceedings instituted by the attorney general of Massachusetts to test the constitutionality of the Sheppard-Towner act. Remarks made in the House of representatives June 29, 1922, by Hon. H. M. Towner relative to this constitutional question have been published as a document of 16 pages.

## SCHOOL ADMINISTRATION.

**Alexander, Carter.** The problem of financing public education. School and society, 16: 336-43, 372-78, September 23, 30, 1922.

**Douglas, J. L.** A city program for superintendents and boards. Kentucky high school quarterly, 8: 20-41, October 1922.

**Engelhardt, Fred.** An accounting system for the smaller school districts. American school board journal, 65: 44-47, 115-16, 119-20, September 1922.  
Includes a detailed analysis showing the items chargeable against the various departments.

**MacDonald, D. J.** Determining fitness for promotion. American school board journal, 65: 52-54, 125, December 1922.

The results of a questionnaire sent to 300 school superintendents.

**McElhannon, J. C.** Judicial interpretations of laws relating to school bonds. Elementary school journal, 23: 215-26, November 1922.

**Morrison, J. Cayce.** The legal status of the school superintendent. Educational administration and supervision, 8: 401-12, October 1922.

Says that elimination of dual authority and a more careful definition of the powers of all officials concerned with local schools will increase efficiency of the public school service.

**Sears, J. B.** Technique of the public school survey. Journal of educational research, 6: 281-99, November 1922.

Discusses the development of the survey movement; the technique; and presents materials and sources for a survey of a community's educational needs.

**Seligman, Edwin B. A.** The financing of education. Educational administration and supervision, 8: 449-56, November 1922.

Contrasts conditions in New York and Pennsylvania.

**Strayer, George Drayton, and Evenden, Edward Samuel.** Syllabus of a course in the principles of educational administration. New York city, Teachers college, Columbia university, 1922. 160p. diagrs., tables. 8°. (Teachers college syllabi, no. 11)

The fundamental principles of educational administration are outlined in this syllabus as given in a one-year course in Teachers college, Columbia university, but their form is also adapted for use elsewhere.

**Struble, George G.** A study of school board personnel. American school board journal, 65: 48-49, 137-38, October 1922.

Discusses the "type of persons, with reference to vacation, age, family, length of service on the board, and teaching experience" . . . who make the best school-board members.

**Swift, Fletcher Harper.** Public school finance in Minnesota; summary of a report prepared for the Minnesota education association committee on school tax and sources of school support, by Fletcher Harper Swift and Frances-Kelley del Plaine. Minneapolis, Minn., October, 1922. 59p. diagrs., tables. 8°.

**Terry, Paul W.** Recommendations concerning reports on high schools by state departments of education. Educational administration and supervision, 8: 468-78, November 1922.

Statistical data, used in this study, are taken mostly from official records in the Department of education, Washington.

**Watson, Bruce M.** Who shall control school funds? American school board journal, 65: 39-41, November 1922.

The control of school funds as now existing in the separate states.



**Welch, Frederick A.** A manual for use of superintendents, principals and school officials. Chicago, Ill., W. M. Welch manufacturing company [1922] viii, 145 p. 12".

A practical manual for school administrators based on the experiences and observations of the author during 20 years as superintendent of village and city schools, and during four years as state inspector of village and city schools.

#### SCHOOL MANAGEMENT.

Are we just to truants? American school board Journal, 43: 38, 141, October 1922.

**Barr, A. S.** Textbook accounting. Elementary school Journal, 23: 127-35, October 1922.

Gives forms and methods of evaluating the equitable distribution of books from grade to grade and from subject to subject.

**Briggé, Thomas H.** The professionally trained high-school principal. School review, 30: 653-62, November 1922.

Says the duties of the principal are three-fold—administration, direction of the social life of the school, and the improvement of instruction.

**Edmondson, J. B.** What shall we expect of the high school principal? American school board Journal, 65: 39-40, 127-28, September 1922.

Responsibility, status, duties, and method of measuring the efficiency of high school principals dealt with.

**Ettinger, William L.** Facing the facts. School and society, 16: 545-12, November 4, 1922.

A careful study of our present methods of grading and promoting pupils.

Address to the supervising officers of the New York city schools, September 1922.

**Giles, J. T.** A recitation score card and standards. Elementary school Journal, 23: 25-36, September 1922.

The score card and standards presented are proposed as a basis for discussion between supervisors and teachers and as a scheme of self-analysis for teachers. No attempt is made to evaluate either special teaching methods or curriculum material.

**Gist, Arthur S. and King, William A.** The efficiency of the principalship from the standpoint of the teacher. Elementary school Journal, 23: 120-26, October 1922.

A study of the functions of principalship made in 1920 and 1921 by the Seattle principals' association.

**Greenan, John T.** The teacher's school week. School review, 30: 592-98, October 1922.

Says that at present the teacher is being overburdened with non-teaching duties which interfere with the quality of his teaching. Study based on a questionnaire submitted to the teachers of the East Orange high school, New Jersey.

**Hortall, A. H.** The principal and the small high school. School review, 30: 599-601, October 1922.

**Marot, Mary S.** School records—an experiment. This report is the result of three years' research as recorder of the Bureau of educational experiments. New York, Bureau of educational experiments, 1922. 44 p. 8". (On cover: Bureau of educational experiments. Bulletin no. 12)

**Holmes, Edmond G. A.** What joy does for the young. Nineteenth century and after, 92: 389-96, September 1922.

Gives it as a vital truth that education is at its highest and best when unselfish love on the part of the teacher evokes unselfish happiness in the child. Joy is another name for unselfish happiness.

**Johnson, Franklin W.** The supervision of instruction. School review, 30: 742-54, December 1922.

Gives a checking list for the supervision of instruction, used by the author in Teachers college, New York city.

**Miller, Harry Lloyd.** Directing study; educating for mastery through creative thinking. New York [etc.] C. Scribner's sons [1922] ix, 377p. tables, diagrs. 12°.

— and **Johnson, Dorothy.** Directing study for mastery. School review, 30: 777-86, December 1922.

Presents a plan of organization and procedure in which a sense of mastery and power may be gained by students. German and French are used to illustrate the study.

**Monroe, Walter S.** Relation of sectioning a class to the effectiveness of instruction. Urbana, The University of Illinois, 1922. 17 [f] p. incl. tables. 8°. (University of Illinois bulletin, vol. xx, no. 11, Bureau of educational research. College of education. Bulletin no. 11)

**New York (City) Board of education.** Bureau of reference, research and statistics. Pupils' progress through the grades. Issued by the Bureau of reference, research and statistics. William L. Ettinger, superintendent of schools. [New York city]. 1922. 169p. incl. tables, diagrs. 8°. (Publication no. 19)

"Report made by Eugene A. Nifenecker, director of the Bureau of reference, research and statistics."

**Norris, Orland O.** The student's study hour. Educational review, 64: 395-405, December 1922.

Outlines the work of the study-room supervisor.

**Satchell, J. K.** Student participation in school administration. School review, 30: 733-41, December 1922.

Study based on replies to a questionnaire sent to high schools of Pennsylvania.

**Sumner, S. Clayton.** Supervised study in mathematics and science. New York, The Macmillan company, 1922. xvi, 241p. diagrs., forms. 12°. (Supervised study series, ed. by A. L. Hall-Quest)

This book is designed to aid the teacher or principal who is daily striving to teach his pupils how to study and how to learn. It includes general directions for the management of the supervised study period in mathematics and science, and a number of illustrative lessons which may be used as types for teaching algebra, geometry, advanced mathematics, botany, zoology, physiology, and physics.

**Weatherly, Josephine.** Adolescence. Education, 43: 1-18, September, 1922.

Emphasizes the value of supervised school study and regular conferences with teachers. Enumerates the reasons why children leave school. Treats the subject of adolescence under two heads: (1) What is adolescence? (a) physiologically; (b) psychologically. (2) What is the relation of the school to the adolescent?

**Wilson, Guy M.** A first step in scientific curricula—making a platform. Washington educational journal, 2: 5-7, September 1922.

An educational class project, given at the University of Washington during the summer quarter of 1922.

### SCHOOL BUILDINGS AND GROUNDS.

**Bennett, H. E.** Some requirements of good school seating. Elementary school journal, 23: 203-14, November 1922.

Contents that the seats and desks used in nearly all the schools force children into "seriously unhygienic positions," leading to various bodily defects. Suggests a remedy.

**Butterworth, Julian E.** A score card for one- and two-teacher school buildings. Journal of rural education, 2: 9-20, September 1922.

Includes a fac-simile of the Butterworth school-building score card, covering two pages of the magazine.



**Engelhardt, N. L.** Important elements in development of a school building program. Educational administration and supervision, 8:385-91, October 1922.

Says that standards of schoolhouse planning and construction must be determined by State authority through rigid scientific procedure; and that elasticity of planning is a positively essential element to be considered in plant development.

Also in Teachers college record, 23: 405-11, November 1922.

**Lathrop, Edith A.** Dormitories as a high school venture. Journal of education, 96: 230-34, September 14, 1922.

A review of survey of dormitories built and operated by public high schools.

**Merrill, A. E.** Designing and equipping the school cafeteria. American school board journal, 65: 50-52, 130, October; 47, November; 47-49, December 1922. illus.

Also in American city, 27: 359-67, 455-61, October, November 1922.

**Texas. Department of education.** School grounds, school buildings and their equipment. Annie Webb Blanton, state superintendent of public instruction. L. D. Borden, chief supervisor of rural schools. Issued by the department of education, state of Texas. [Austin, 1922] 78p. incl. illus., plans. 8". (Bulletin 148, July, 1922)

**Twiss, George B.** The school housing problem of Niles, Ohio. Report of a survey made on request of the Board of education. Niles, Ohio, Printing dept., McKinley high school, 1922. 38p. tables, 8". (Niles, O. Board of education. Bulletin, 1922)

**Womrath, George F.** The janitor-engineer problem. American school board journal, 65: 37-39, 102, 125, December 1922.

A modern school janitor must have a thorough knowledge of the sciences of sanitation, humidity, heating, housekeeping, and ventilation, together with an appreciation of comfortable, cheerful surroundings.

### SCHOOL HYGIENE AND SANITATION.

**Conference on health education and the preparation of teachers.** Report of Conference on health education and the preparation of teachers. Called by the United States Bureau of education and the Child health organization of America at Lake Mohonk, New York, June 26-July 1, 1922. New York, Child health organization of America, 1922. 183p. 8".

Contains: 1. C. E. A. Winslow: The objectives and content of formal instruction in hygiene, p. 22-29. 2. L. A. Wilkes: Content of a health education program, p. 34-41. 3. M. A. Bigelow: The place of health education in the programs of schools and colleges, p. 56-63. 4. Lucy Paul: Place of health education in the curriculum [High school and Teacher training school] p. 66-70. 5. Emma Dolfinger: Place of health education in elementary school, p. 72-75. 6. Patty S. Hill: Health in early childhood, p. 82-86. 7. Julia W. Abbot: Interests of young children as the basis for health teaching in the kindergarten, p. 89-98. 8. Maud Brown: Successes and failures in teaching health work, p. 108-19. 9. Isabelle Baker: Home hygiene and care of the sick, p. 135-40. 10. W. S. Small: Preparation of teachers-in-training, p. 148-54. 11. C. E. Turner: Training of specialists in health education, p. 157-62. 12. Flora Rose: Health education for teachers through home economics, p. 167-72.

**Burnham, W. H.** Health and the school. Journal of education, 96: 203-5, September 7, 1922.

A clear and concise statement of the fundamental general truths regarding the relation of the school to the child's health.

- Clark, Taliaferro and Bell, Elizabeth.** Correcting physical defects in school children: a study of the result of the correction of certain physical defects on the growth and development of 146 school children in Baltimore, Md. Washington, Government printing office, 1922. 1 p. l., 17p. incl. tables, diagrs. 8". (Reprint no. 742 from the Public health reports, April 21, 1922).
- Finegan, Thomas E.** School hygiene under boards of education. *Journal of public health*, 12: 828-32, October 1922.
- Hale, Florence M.** The noon hour and the noon luncheon. Augusta, Me., State department of education, 1922. 28p. illus. 12".
- Hallock, Grace T.** A school health program for parent-teacher associations and women's clubs. [New York city, The Child health organization, 1922] 35p. illus. 8".
- Howe, William A.** Greater efficiency in health work in school. *Nation's health*, 4: 697-700, November 1922.  
A recital of what is being done in New York state. His conclusion, says that the basic difference between retardation and defective nutrition must be kept continually in mind in assessing weight to age and weight to height.
- Juell, Nils.** The game of health in Minneapolis schools. *Nation's health*, 4: 621-24, October 1922.  
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- Schmidt, Harry B.** Heart clinics for schoolchildren. *Journal of the American medical association*, 79: 956-57, September 16, 1922.  
A preliminary paper read before the section on public health, Michigan state medical society, June 9, 1922.
- Turner, C. E.** Education—a factor in health promotion. *Nation's health*, 4: 527-28, September 15, 1922.  
"The beneficial results of health training are immediate, and they become habitual and permanent in the communities which subject their children to a perfectly regulated and hygienic daily schedule."

## SEX HYGIENE.

- Gruenberg, Benjamin C., ed.** High schools and sex education; a manual of suggestions on education related to sex. Prepared under the direction of the Surgeon general, United States Public health service, in collaboration with the United States Bureau of education. Washington, Government printing office, 1922. vii, 98 p. 8".  
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- The Cleveland hospital council.** The Cleveland hospital and health survey, two years after. The Cleveland hospital council, 1921-1922. Cleveland, O. [1922] 70 p. 8".
- Troy, Edward P.** Public health education at the pageant of progress. City of Chicago municipal tuberculosis sanitarium bulletin, 3: 1-4, September 1922.  
Pageant of progress, held at Municipal pier, 1922, by the Municipal tuberculosis sanitarium, Chicago.

- U. S. Public health service.** Preliminary statistical report of the Oregon state survey of mental defect, delinquency, and dependency, conducted by the University of Oregon under the direction of the United States Public health service at the request of the Legislature of the state of Oregon, 1920. Surgeon Chester L. Carlisle, director of survey. Washington, Government printing office, 1922. v. 79 p. 8°. (Public health bulletin no. 112, December, 1921.)

#### MENTAL HYGIENE.

- Crothers, Bronson.** The mental hygiene campaign as seen by an outside observer. Boston medical and surgical journal, 187: 861-67, December 14, 1922.

A general critique of the work of the National committee for mental hygiene.

#### PHYSICAL TRAINING.

- Crampton, C. Ward.** The pedagogy of physical training with special reference to formal exercises. New York, The Macmillan company, 1922. xv, 257 p. front, illus. 8°.

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- Devine, William H.** Comparative statistics on physical examinations of pupils of the Boston public schools from December 1, 1915, to June 30, 1922. Boston medical and surgical journal, 187: 774-77, November 30, 1922.

- Hetherington, Clark W.** The objectives of physical education. American physical education review, 27: 405-14, November 1922.

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- Massachusetts. Department of education.** Division of elementary and secondary education and normal schools. Physical education in the public schools; a manual for teachers in elementary and junior high schools. Boston, 1922. 105 p. music. 8°. (Bulletin of the Department of education, 1922, no. 4. Whole no. 135.)

- Sundwall, John.** Training of supervisors of student health and physical education activities. American physical education review, 27: 421-30, November 1922.

Address before American students' health association. New York city, December 1921.

- West Virginia. State board of education.** Manual of physical education prescribed by the State board of education, state of West Virginia. Prepared by Melville Stewart, under direction of George M. Ford. [Charleston, W. Va., Tribune printing co., 1922]. 141 p. illus., music. plates. 8°.

#### PLAY AND RECREATION.

- Elmore, Emily W.** A practical hand-book of games. With an introduction by M. V. O'Shea. New York, The Macmillan company, 1922. xv, 119 p. incl. diagra. 12°.

- Fulk, Joseph Richard.** The municipalization of play and recreation; the beginnings of a new institution. [University Place, Nehr., The Claffin printing company, 1922]. viii, 97 p. 12°.

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Kern, O. J. Recreation and play for junior rural democracy. *Journal of rural education*, 2:1-8, September 1922.

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Gibson, Jessie E. Experiments in social education. *School review*, 30:613-20, October 1922.

Work in the North central high school, Spokane, Wash. The studies in social education embrace: (1) The girl in her relation to the world at large, her place as a citizen, as a member of society; (2) her relation to her own group; (3) the girl herself, her personal ideals, and her methods of self-expression.

Hughes, W. Hardin. Some responsibilities of the public school in developing social attitudes. *Journal of delinquency*, 7: 157-64, July 1922.

The graduate student knowing the traditional subjects well enough for graduation, yet too frequently has neglected the social sciences. A convincing plea for greater attention to the social studies.

North Carolina. Department of public instruction. Citizens' reference book; a text and reference book for pupils and teachers in community schools, for adult beginners. Raleigh, Mitchell printing company, state printers, 1922. 169 p. 12°. (Educational publications, no. 17. Division of supervision, no. 9)

Queen, Stuart A. The curriculum of a training school for social work. *American journal of sociology*, 28: 283-99, November 1922.

Says that the general education of social workers should include sociology, economics, government, psychology, and biology; and their prevocational education should include the study of social problems and facilities for their solution. Their vocational education should consist in the acquisition of techniques of case-work, disaster relief, neighborhood work, community organization, organization and administration of social agencies, etc.

## CHILD WELFARE.

Baker, Edna Dean. Parenthood and child nurture. New York, The Macmillan company, 1922. xvii, 153 p. front. 8°.

Bowyer, Helen. Child welfare in Mexico. *Bulletin of the Pan American union*, 55: 563-71, December 1922.

Chapin, Henry Dwight. Heredity and child culture. New York, E. P. Dutton & company [1922] xiii, 219 p. front., figs., tables. 12°.

That eugenics which has to do with being born well, and eugenics, which has to do with being nurtured and educated well, are interlocking subjects, is asserted in the foreword to this volume, which discusses the various inheritances of the child, and his physical, mental, and moral development.

Lynch, Ella Frances. Bookless lessons for the teacher-mother. New York, The Macmillan company, 1922. vi [1], 265 p. 12°.

U. S. Children's bureau. County organization for child care and protection. Washington, Government printing office, 1922. vii, 173 p. 8°. (Bureau publication no. 107)

References: p. 169-173.

West, Mrs. Max. Child care, The preschool age. Washington, Government printing office, 1922. 82 p. 8°. (U. S. Children's bureau. [Care of children series, no. 3] Bureau publication no. 30)

## MORAL EDUCATION.

- Davis, Jesse B.** The Iowa plan of character education methods. Religious education, 17: 435-39, December 1922.
- Drury, Samuel S.** The thoughts of youth: papers for young people. New York, The Macmillan company, 1922. 5 p. l., 186 p. 12°.
- Hollingworth, H. L.** Judging human character. New York, London, D. Appleton and company, 1922. xiii, 268 p. plates, tables, forms. 8°.
- Rittenhouse, H. O.** The character diploma an incentive to moral conduct and good citizenship in public school training. Brooklyn, N. Y., The Brooklyn eagle press, 1922. viii, 59 p. 8°.
- Rogers, Agnes L.** The relation of an inventory of habits to character development. Kindergarten and first grade. 7: 309-15, October 1922.  
Address given before International kindergarten-union, Louisville, Ky.
- Shields, John M.** Moral education in secondary schools. High school journal, 5: 179-81, November 1922.

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## RELIGIOUS AND CHURCH EDUCATION.

- Catholic educational association.** Report of the proceedings and addresses of the nineteenth annual meeting. Philadelphia, Pa., June 26, 27, 28, 29, 1922. Columbus, Ohio, Catholic educational association, 1922. 564 p. 8° (Catholic educational association bulletin, vol. xix, no. 1, November, 1922).  
Contains: 1. G. J. Johnson: Principles of standardization, p. 82-91. 2. P. J. Folk: Cultivating the use of the library, p. 100-14. 3. S. P. Capen: College standardization, p. 116-21. 4. A. L. Jones: Factors which make for college efficiency, p. 122-28. 5. William Schmitt: The project method, p. 174-175. Discussion, p. 185-89. 6. J. V. S. McClancy: Advertising the work and worth of Catholic education, p. 240-46. Discussion, p. 246-49. 7. Sister M. Bejenice: The supervising principal and the teacher, p. 286-86. 8. R. L. Hayes: The problem of teacher certification, p. 362-69. 9. F. M. Kirsch: The teachers' pedagogical conference, p. 398-411. 10. J. F. Fenlon: The present status of clerical education in the United States, p. 429-40.
- Chalmers, William E., ed.** Church school objectives. "Bigger and better Sunday schools." A manual of study and work for the workers' conference of the Sunday school. Philadelphia, [etc.] The Judson press [1922] 4 p. l., 100 p. 12°.
- Coe, George A.** Religious education and political conscience. Teachers college record, 23: 297-304, September 1922.  
An address delivered in connection with the nineteenth annual meeting of the Religious education association at Chicago, before the Chicago church federation, and reprinted in Religious education, 17: 430-35, December 1922.
- Dixon, James Main.** The essential value of religion in college and university training. Methodist quarterly review (Nashville, Tenn.) 71: 400-10, July 1922.
- Galloway, Thomas Walton.** The dramatic instinct in religious education. Boston, Chicago, The Pilgrim press [1922] 115 p. 12°.
- Geisert, Henry A.** Religion in education. Education, 43: 120-40, November 1922.  
A plea for religious education in schools as a solvent of social and industrial ills.
- Gonzaga college, Washington, D. C.** Gonzaga college; an historical sketch, from its foundation in 1821 to the solemn celebration of its first centenary in 1921. Washington, The College, 1922. 389 p. front., plates, ports. 8°.

**Kelly, Robert L.** The religious education of college and university students. Christian education, 6: 5-79, October 1922.

Preliminary draft of two chapters in a forthcoming book on the Teaching function of the church, to be issued by the continuation committee of the Garden City conference of educational agencies, at the request of the Committee on the war and the religious outlook of the Federal council of churches.

**Lischka, Charles N.** Catholic schools in greater Rumania. America, 28: 165-66, December 2, 1922.

**McConnell, Francis J.** Christian citizenship: an elective course for young people. New York, Cincinnati. The Methodist book concern [1922] 83 p. 12". (At head of title: Studies in Christian living)

Approved by the committee on curriculum of the Board of Sunday schools of the Methodist Episcopal church.

**McKibben, Frank M.** Week-day religious instruction in Evanston. Missionary review of the world, 65: 889-90, November 1922.

Author is community director of religious education in Evanston, Ill. Week-day religious instruction was offered by the Evanston Council of religious education, all churches actively cooperating except the Roman Catholic, Lutheran, Jewish and Christian Science bodies.

**Monahan, A. C.** Catholic clubs in state universities and non-Catholic colleges. National Catholic welfare council bulletin, 4: 20-22, November 1922, illus.

**Rhodes, Donald E.** The place of religious and moral education in the primary and secondary grades of the public schools. American schoolmaster, 15: 300-19, October 1922.

The author concludes that a small amount of religious training is a beneficial thing, and that the opening and closing of school with a word of prayer and the study of the Bible as English literature are good influences which help to make a morally and ethically stronger people.

**Rich, Stephen G.** What portions of Scripture shall we use in schools? Education, 43: 93-98, October 1922.

**Rosenau, William.** Is there such a thing as Jewish education? If so, what is it? Reform advocate, 64: 466-68, November 18, 1922.

Discusses Jewish education in the light of its history, its content, its program, and its methods.

**Ryan, James H.** Education in a democracy. National Catholic welfare council bulletin, 4: 12-13, December 1922.

Abstract of an address delivered before the National council of Catholic women.

**Tigert, John J.** Religious education: the need of the world today. Methodist quarterly review (Nashville, Tenn.) 71: 391-90, July 1922.

An address delivered by the U. S. Commissioner of education before the Religious education association at Chicago, March 20, 1922.

**Wild, Laura H.** The status of religious education in our colleges. Christian education, 6: 75-82, November 1922.

The writer reviews college religious education of the past and concludes the article by enumerating the present needs.

#### MANUAL AND VOCATIONAL TRAINING.

**Bonser, E. G.** The place of the industrial arts in the elementary school. Industrial education magazine, 24: 131-34, November 1922.

Says that there are four kinds of purposes in the study of the industries—the health, the economic, the appreciative, and the social—which constitute the ends toward which the work should contribute.

**Counts, George S.** Education for vocational efficiency. School review, 30: 483-513, September 1922.



**Duwellus, Alfred W.** The elementary mechanical drawing course in Cincinnati. Industrial education magazine, 24: 86-87, September 1922.

Emphasizes the "lay-out" in mechanical drawing, and says the lay-out in mechanical drawing what the multiplication table is to arithmetic.

**Indiana. Division of vocational education.** . . . Some results of eight years of vocational training in Indiana? Prepared under the direction of Benjamin J. Burris, state superintendent of public instruction, by the state vocational staff and the vocational teachers and directors of Indiana. [Indianapolis] 1922. 50 p. illus. 8°. (Educational bulletin no. 61. Vocational series no. 23)

**Kolb, J. F. and Fultz, J. E.** Types of courses in industrial education aided by the state. Approved by F. G. Blair, executive officer of the Board for vocational education, Springfield, 1922. (Printed by authority of the state of Illinois.) [Springfield, Ill.: Schnepf & Barnes, printers, 1921] 28 p. 8°. (Illinois. Board for vocational education. Bulletin no. 23)

**Lynn, J. V.** . . . Outlines of instruction in the needle-working trade. For use in public part-time and factory vestibule schools. Ames, Ia., Engineering extension department, Iowa state college [1922] cover-title, [31]-82 p. illus. 12°.

At head of title: Industrial education.

**O'Leary, Wesley A.** The elimination of waste in the evening industrial school. Vocational education magazine, 1: 219-22, November 1922.

**Prosser, C. A.** The outlook for industrial education. Vocational education magazine, 1: 3-5, September 1922.

**Snedden, David.** Some prospects of vocational education. Vocational education magazine, 1: 5-8, September 1922.

#### VOCATIONAL GUIDANCE.

**Brewer, John M.** A vocational-guidance program which any school can adopt. American education, 20: 108-112, November 1922.

Author shows the possibilities of vocational guidance in a school of the meagrest resources.

**Edgerton, A. H.** Present status of guidance activities in junior high school. Education, 43: 173-83, November 1922.

Majority of schools report that they are not making a special attempt to emphasize proficiency in specific occupations as low as the seventh and eighth grades.

**Ellis, Margaret C.** Some observations on vocational guidance. Education, 43: 161-69, November 1922.

Advocates the need of an expert vocational guidance director in every school.

**Freyd, Max.** A method for the study of vocational interests. Journal of applied psychology, 6: 243-54, September 1922.

**Kitson, Harry Dexter.** Vocational guidance in Europe. School and society, 10: 645-50, December 9, 1922.

An address delivered before the National vocational guidance association, Detroit, December 1, 1922.

**Leavitt, Frank M.** Guidance and placement in developing a vocational program for the Pittsburgh public schools. Vocational education magazine, 1: 127-30, October 1922.

**Lord, Chester S.** The young man and journalism. New York, The Macmillan company, 1922. ix, [3], 221 p. 12°. (Half-title: Vocational series, ed. by E. H. Sneath.)



## WORKERS' EDUCATION.

**National conference on workers' education in the United States.** 2d. New York, 1922. Workers' education in the United States; report of proceedings. Second National conference on workers' education in the United States held at the New school for social research, New York city, on April 22 and 23, 1922. New York city, Workers' education bureau of America, 1922. 148pp. 8". (Workers' education bureau series, no. 3.)

The papers comprised in this volume are grouped together by sections, as follows: I. Workers' education in the United States.—II. Aims of workers' education.—III. The labor movement and labor education. IV. Executive session.—V. Teaching methods in workers' education. Among the contributors are James H. Maurer, chairman of the Workers' education bureau; Samuel Gompers, C. A. Beard, Albert Mansbridge, Matthew Well, Charles Stillman, Prof. W. H. Kilpatrick, and Winthrop Talbot.

**Cohn, Fannia M.** Workers' education: an international movement. *Nation*, 115: 573-80, November 29, 1922.

**Curcio, Philip R. V.** A real opportunity for our colleges. *Educational review*, 64: 420-25, December 1922.

Emphasizes the significant movement for education within the ranks of organized labor. Investigation shows that the workers desire a liberal education and not a narrow vocational one.

**Maurer, James H.** Labor's demand for its own schools. *Nation*, 115: 276-78, September 20, 1922.

**Thompson, Laura A., comp.** Workers' education: a list of references (in English). [Washington, D. C., Government printing office, 1922] 18p. 8".

From the Monthly labor review (June, 1922) of the Bureau of labor statistics, United States Department of labor.

## HOME ECONOMICS.

**Lyford, Carrie Alberta.** Homemaking needs based on location and nationality—needs of the negro. *Vocational education magazine*, 1: 113-16, October 1922.

**Snedden, David.** Education of girls and women for the home: its several varieties. *Vocational education magazine*, 1: 285-90, December 1922.

## COMMERCIAL EDUCATION.

**Bacon, Francis L.** The correlation of extra-curricular activities with the department of business education. *School review*, 30: 671-78, November 1922.

A successful experiment tried out by the Newton high school, Newtonville, Mass., of having the business department develop the principles and appreciation of business relations in the management and conduct of the extra-curricular activities of the school.

**Lyon, Leverett S.** Education for business. Chicago, Ill., The University of Chicago press [1922] xiv, 618p. diagrs., tables. 12".

This work undertakes to determine the general objectives of business education, to indicate the important agencies concerned, and to suggest the proper place of each. It is therefore adapted to serve as a broad general introduction to the study of business education for prospective teachers of the subject.

**Marvin, Cloyd Heck.** Commercial education in secondary schools. New York, H. Holt and company, 1922. vii, 216p. tables, fold. plan. 12".

**Eurlinden, F. J.** Training for business from a business man's viewpoint. *Vocational education magazine*, 1: 278-78, December 1922.

Address delivered before the Northwestern Ohio teachers' association at Cleveland, October 27, 1922.

## PROFESSIONAL EDUCATION.

## LAW.

**Carnegie foundation for the advancement of teaching.** The progress of legal education. The Washington conference and the Association of American law schools. List of law schools. Current bar admission requirements. New York. The Carnegie foundation for the advancement of teaching, 1922. 34p. 4".

Advance extract from the seventeenth annual report of the president of the Carnegie foundation.

## MEDICINE AND NURSING.

**Beard, Richard O.** The modern education of women for the profession of nursing. American Journal of nursing, 23: 20-33, 113-19, October, November 1922.

**Omwake, George L.** College credit for medical studies. Educational review, 64: 387-91, December 1922.

## ENGINEERING EDUCATION.

**Dunlap, John H.** Preparing the engineer for the new era. Engineering education, 13: 48-64, October 1922.

**Kennelly, A. E.** On the education of engineers in France. Engineering education, 13: 89-118, November 1922.

Emphasizes the differences between the French and American teaching of applied science.

**Scott, Charles F.** The future of engineering education. Engineering education, 13: 2-9, September 1922.

## CIVIC EDUCATION.

**Ashley, Roscoe Lewis.** The practice of citizenship in home, school, business, and community. New York. The Macmillan company, 1922. xxi, 446p. illus. 12".

A special feature of this text-book is Part III, Citizenship in the school, which comprises nearly 100 pages about playgrounds and school organization, work of the classroom, group methods and organization, general student organization, literary and athletic organizations, and the problem of the school course. Part IV contains material on the selection of a vocation, and on school preparation for business.

**Coe, George A.** A study in civic training. Pedagogical seminary, 29: 205-31, September 1922.

Also reprinted as a separate pamphlet.

Discusses the importance of the factor of group training in civic education. Says that training is a more reliable basis for civic education than instruction, and training in the form of varying degrees of pupil self-government and group work has been developed in progressive schools with good results.

**Rebok, Horace M.** Enfranchisement of the high school graduate. Journal of education, 96: 238-39, September 14, 1922.

To every high school graduate the franchise should be extended on the basis of his certificate of graduation. A proposal submitted to the High school teachers' association of California.

## AMERICANIZATION.

**Hart, Helen.** Americanization in Delaware, 1921-1922. [Wilmington, Del., 1922] 59 [2] p. incl. front., illus. 12". (On cover: Bulletin of the Service citizens of Delaware, vol. iv, no. 3)

Massachusetts. Department of education. Division of university extension. The Massachusetts problem of immigrant education in 1921-22. Boston. Division of university extension, 1922. 28 p. incl. diagrs. 8°. (Bulletin of the Department of education, vol. xii, no. 6, Nov., 1922. Whole no. 50)

## MILITARY EDUCATION.

Bates, Robert L. A study in grades and grading under a military system. Journal of experimental psychology, 5: 329-37, October 1922.  
Data based on a study of the junior class of the academic school at the Virginia Military Institute.

## EDUCATION OF WOMEN.

Thornton, Natalie. The women's forum. Teachers college record, 23: 345-26, September 1922.

An investigation made in Teachers college in a course designed to study the problems of advisers of young women in college and normal school and of girls in high school. Miss Thornton's article presents many suggestions for the teaching of certain phases of extra-curricular subject matter through the forum.

## NEGRO EDUCATION.

Buttrick, Wallace. Enduring qualities of Booker Washington. Southern workman, 51: 534-54, December 1922.

An address at the unveiling of the Washington monument at Tuskegee, Ala., April, 1922.

Negro year book; an annual encyclopedia of the Negro, 1921-1922, ed. by Monroe N. Work. Tuskegee Institute, Ala., Negro year book company, 1922. vii, 405p., 8°.

Education, educational funds, universities, colleges, schools, and libraries, with statistics, etc., p. 220-84

Talbot, Edith A. Hampton today. Southern workman, 51: 500-21, November 1922.

A description of Hampton normal and industrial school, Hampton, Va., and its activities. Illustrated.

## EDUCATION OF DEAF.

Blanton, Smiley. Treatment of stutterers. American annals of the deaf, 67: 371-85, November 1922.

De Land, Fred. An ever-continuing memorial. Volta review, 24: 351-63, 413-22, 465-71, October, November, December 1922.

A tribute to Alexander Graham Bell and his work for the deaf.

## EXCEPTIONAL CHILDREN.

Barrows, Sarah T. The foreign child and his speech handicap. Educational review, 64: 367-76, December 1922.

Chollett, Burt G. Progress in care and education of crippled children in Ohio under new laws. Journal of the American medical association, 79: 1297-99, October 14, 1922.

Emphasizes the value of the kindergarten in teaching English to the foreign-speaking child.

Counts, George S. The social purpose of the education of the gifted child. Educational review, 64: 233-44, October 1922.

Says that the education of the gifted child should insure above everything else the development of a strong sense of social obligation. Without such obligation the gifted child becomes a menace to society.

**Flinner, Ira A.** A programme for bright pupils. Harvard graduates magazine, 31: 51-56, September 1922.

Says that rapid promotion of gifted children solves some problems and makes others. A better plan is to provide in a special way for gifted children by greatly enriching their courses of study. Describes a college preparatory curriculum.

**Gesell, Arnold.** The preschool hygiene of handicapped children. Pedagogical seminary, 29: 232-46, September 1922.

Discusses the subject under the captions of blindness, deafness, crippled children, physically defective children, mental abnormality, delinquency, speech defects, and mental deficiency.

**Johnson, Alexander.** Children who never grow up. Survey, 49: 310-16, 340, December 1, 1922.

First of a series of recollections ranging over 40 years of social work in the Indiana school for the feeble-minded at Fort Wayne. To be continued.

**Mallory, Jasper N.** A study of the relation of some physical defects to achievement in the elementary school . . . Nashville, Tenn., Pub. under the direction of George Peabody college for teachers, 1922. 78p. incl. tables, 8°. (George Peabody college for teachers. Contribution to education no. 9)

Bibliography: p. 77-78.

**Seashore, Carl E.** The gifted student and research. Science, n. s. 56: 641-48, December 8, 1922.

Gives the rating blank that was used effectively during the war for the locating of a certain per cent of gifted students in the senior classes of colleges.

**Varner, G. F.** Can teachers select bright and dull pupils? Journal of educational research, 6: 126-32, September 1922.

An attempt to answer the following questions: (1) How reliable are teachers' selections of bright and dull pupils? (2) Is it more difficult to select the bright pupils than it is to select the dull pupils? (3) Does it become more or less difficult to select bright and dull pupils as they become older? Material obtained in St. Paul schools in 1920.

**Wallin, J. E. Wallace.** The theory of differential education as applied to handicapped pupils in the elementary grades. Journal of educational research, 6: 209-24, October 1922.

### LIBRARIES AND READING.

**Baker, Ernest A.** The public library. London, Daniel O'Connor, 1922. 245 p. front., plates. 8°.

**Booth, Mary Josephine, comp.** List of books for the first six grades. (Printed by authority of the State of Illinois) [Charleston, Ill., 1921] 148p. 12°. (The Teachers college bulletin, no. 73. July 1, 1921)

**Dana, John Cotton.** Changes in reading. North American review, 216: 823-32, December 1922.

Writer concludes that the one element lacking in all other civilizations and present in ours is print and its use; and that if our civilization survives it will be because of the presence of that factor. It would be wise to study it with care, and to attempt to use its power for the conservation of modern civilization.

**Eaton, H. T.** What high school students like to read. Education, 43: 204-9, December 1922.

Information obtained in Central high school of Syracuse, N. Y.

**Foots, Jno. M. and Cox, Jno. E.** Teachers' professional library, educational books and journals. Issued by State department of education, T. H. Harris, superintendent. Baton Rouge, La., Ramires-Jones printing co. 1922. 20p. 8°.



**Gray, Duncan.** County library systems; their history, organization, and administration. London, Grafton & co.; New York, The H. W. Wilson co., 1922. 184p. illus. 12°. (The Coptic series)

Author is county librarian of Warwickshire in England. The book relates particularly to the organization and administration of county libraries in Great Britain, with incidental reference to American library conditions.

**Herzberg, Max J., comp.** The world of books; a guide to reading for young people in which may be found volumes of many kinds both grave and gay. 3rd ed. Boston, Mass., The Palmer company [1922] 64p. 12°.

High school reading lists; a classified and graded list of books for supplementary reading, prepared by members of the English department of the High school of commerce, New York city. New York [etc.] C. Scribner's sons [1922] vi, 60 p. 12°.

Graded and classified for each term of a four-year high-school course.

**Leonard, Sterling Andrus.** Reading for realization of varied experience for the primary and intermediate grades and the junior and senior high school, being appendix II of Essential principles of teaching and literature comp. with the assistance of teachers of all grades and subjects. Philadelphia and London, J. B. Lippincott company [1922] p. [369]-437. 16°.

**Maryland. Department of education.** Library list for elementary schools. Issued by State department of education. Baltimore, Md., [1922] 47 p., 8°. (Maryland school bulletin, vol. iv, no. 1)

**Pennsylvania. Department of public instruction.** School library manual for elementary schools. [Harrisburg] 1922. 34 p. plates. 8°.

**Bathbone, Josephine Adams.** Standardization in library service. Public libraries, 27: 585-90, December 1922.

Read before the American library association at Detroit, June, 1922.

**Begnet, Henry H.** Competent librarians for institutions for higher education. Catholic school interests, 1: 11-12, 21, August 1922.

"Some suggestions which will enable Catholic high schools and colleges to meet standards required for recognition."

**Richardson, Ernest Cushing.** International cooperation in intellectual work. Library journal, 47: 915-18, November 1, 1922.

Principally a report on the present condition of the bibliographical enterprises fostered by the Belgian government at Brussels, but also gives a brief sketch of the concilium bibliographicum at Zurich.

**Wilson, Martha.** School library management. 3d ed. revised. New York, The H. W. Wilson company, 1922. 150 p. illus. 12°.

A concise practical manual giving directions for all branches of library procedure for the use of school librarians.

#### BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Accredited secondary schools in the United States; by George F. Zook. Washington, 1922. 96 p. (Bulletin, 1922, no. 11)

Current problems in home economics instruction and supervision; by Henrietta W. Calvin. Washington, 1922. 16 p. (Home economics circular no. 14)

High-school buildings and grounds; a report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1922. 49 p. illus. (Bulletin, 1922, no. 23)

Higher education in Australia and New Zealand; by Charles Franklin Thwing. Washington, 1922. 44 p. plates. (Bulletin, 1922, no. 25)

- How laws providing for distribution of state school funds affect consolidation; by Edith A. Lathrop. Washington, 1922. 4 p. (Rural school leaflet no. 5)
- A kindergarten-first grade curriculum; by a Subcommittee of the Bureau of education committee of the International kindergarten union. Washington, 1922. 66 p. (Bulletin, 1922, no. 15)
- Malnutrition and school feeding; by John C. Gebhart. Washington, 1922. 39 p. (Bulletin, 1921, no. 37)
- Manual arts in the junior high school; by William T. Bawden. Washington, 1922. 28 p. (Industrial education circular no. 15)
- Milk and our school children; by Bernice C. Reaney. Washington, 1922. 31 p. illus. (Health education 11)
- Prepared for the Bureau of education by the Child health organization of America.
- National conference of junior colleges, 1920, and First annual meeting of American association of junior colleges, 1921; edited by George F. Zook. Washington, 1922. 73p. (Bulletin, 1922, no. 19)
- Philanthropy in the history of American higher education; by Jesse Brundage Sears. Washington, 1922. 112p. (Bulletin, 1922, no. 26)
- Plan for the organization of a county system of agricultural instruction in elementary rural schools; by Eustace E. Windes. Washington, 1922. 8p. (Rural school leaflet no. 6)
- Preparation of teachers of manual arts and industrial subjects; by William T. Bawden. Washington, 1922. 24p. (Industrial education circular no. 11)
- A program of education in accident prevention, with methods and results; by E. George Payne. Washington, 1922. 54p. (Bulletin, 1922, no. 32)
- Record of current educational publications; comprising publications received by the Bureau of Education to September 1, 1922. Washington, 1922. 30p. (Bulletin, 1922, no. 33)
- Report of the second conference of commercial education specialists, held under the joint auspices of the United States Bureau of education and the Vocational education association of the Middle West, Milwaukee, January 11, 1922; prepared by Glen Levin Swiggett. Washington, 1922. 14p. (Commercial education leaflet no. 2)
- The residence of students in universities and colleges; by George F. Zook. Washington, 1922. 11p. (Bulletin, 1922, no. 18)
- The school board in city school survey reports; by W. S. Deffenbaugh. Washington, 1922. 15p. (City school leaflet no. 2)
- The school janitor; a study of the functions and administration of school janitor service; by John Absalom Garber. Washington, 1922. 55p. (Bulletin, 1922, no. 24)
- Self-supporting home-economics departments; by Mrs. Henrietta W. Calvia. Washington, 1922. 6p. (Home economics circular no. 15)
- State aid to weak schools; by J. F. Abel. Washington, 1922. 12p. (Rural school leaflet no. 7)
- Statistics of agricultural and mechanical colleges for 1919 and 1920; by Walton C. John. Washington, 1922. 29p. (Bulletin, 1922, no. 27)



Statistics of city school systems, 1919-20; prepared by the Statistical division of the Bureau of education under the direction of H. R. Bonner. Washington, 1922. 173p. (Bulletin, 1922, no. 17)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

Statistics of kindergartens 1919-20; prepared by the Statistical division of the Bureau of education under the direction of H. R. Bonner. Washington, 1922. 10p. (Bulletin, 1922, no. 22)

Advance sheets from the Biennial survey of education in the United States, 1918-20.

Statistics of state school systems 1919-20; prepared by Florence DuBois and H. R. Bonner. Washington, 1922. 68p. (Bulletin, 1922, no. 29)

Advance sheets from the Biennial survey of education, 1918-1920.

Statistics of universities, colleges, and professional schools 1919-1920. Washington, 1922. 147p. (Bulletin, 1922, no. 28)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

Supervision of rural schools; by Katherine M. Cook. Washington, 1922. 111p. (Bulletin, 1922, no. 10)

Tendencies in primary education; by Florence C. Fox. Washington, 1922. 4 p. (Teachers' leaflet no. 10)

University summer schools; by James C. Egbert. Washington, 1922. 14p. (Bulletin, 1922, no. 31)

Value of the school census; by Bertha Y. Hebb. Washington, 1922. 3 p. (City school leaflet no. 3)